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ABSTRACT

This extensive curriculum guide is geared for preschool and day care teachers. It describes the development of the child and suggests a variety of learning experiences and activities for day care centers. In the context of providing the optimal learning environment, parent-teacher relationships are discussed. Sections on nutrition, health, safety, play, music, art, dramatics, language and communication, and number learning are also included. Resource lists appended to this guide include: books and pamphlets, professional journals, professional organizations, and sources for films and equipment. (CS)

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EARLY CHILDHOOD EDUCATION

Learning Experiences for the 3-, 4-, and 5-year-old Child

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FOREWORD

The interest in early childhood education in Nebraska during the 1960's is shown by the increase in day-care centers and in private and church-related prekindergarten centers. The beginning of the Head Start programs in 1965, succeeded by Nebraska's first Follow-Through program in 1969 provided a much-needed opportunity for children whose parents could not pay tuition for early education. Some public schools extended education downward for children under five years of age. The State Department of Education established the position of Consultant in Early Childhood Education in 1968 to help give professional guidance to new and developing early childhood programs in the state.

One project of the Consultant has been to write a guide for adults working with young children. This publication represents the culmination of this project. Many requests have come to the State Department of Education for this kind of information.

Young children, the society of tomorrow, are important enough to have the best opportunity possible to grow, develop, and learn. The adults working with the young need to know early childhood education well. Only in this way can they provide programs in which children's curiosity is maintained and nourished.

This publication is a source of learning experiences for children. Directors and teachers will select the experiences that are appropriate to the age, ability, and interests of the children in their center. They will add many more learning experiences. Programs grow out of the experiences children bring with them. The "raw materials" in the early childhood center help children extend past experiences and create new ones.

This guide does not cover all of the areas needed in order to conduct a quality early childhood education program. It does contain learning experiences in all areas of the educational program. Administrative information has not been included. Other publications will be used to supplement this guide.

The State Advisory Committee in Early Childhood Education was especially helpful in the planning of this publication. The members of this committee spent many hours reading the script and suggesting revisions. This assistance has been very valuable and greatly appreciated. Mrs. Berdine Maginnis supplied many materials, and Dr. Millicent Savery provided direction and assistance for the pictures, the cover, and the final details. Ron Kurtzer was the photographer. We are indebted to Gary Manning who joined our staff last fall and followed up the work which had been done by Dr. Schmidt on this publication before she left our Department. Without the assistance of these people, this publication would not have been completed.

All efforts will have been worthwhile if this publication serves to assist early childhood educators in Nebraska to plan better programs for young children.

Cecil E. Stanley
Commissioner of Education

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EARLY CHILDHOOD EDUCATION IN 1970
An Introduction

Early Childhood Education Defined

Early childhood education includes the education of the young child from infancy through the primary years. Most authors, in writing about early childhood, deal with the child from the ages of three through eight. Today the education of the young child is viewed as continuous – beginning in the home and continuing through the early school years. In the future, the term "early childhood" or similar term, may be used to denote early education. **The learning experiences in this publication are designed for children three, four, and five years of age.**

Interaction in a Rich Environment

Interest in early childhood has not always been as intense as during the '60's and into the '70's. The importance of what happens to a child in his early years has been substantiated by the research synthesized by Bloom and Hunt. According to Bloom, the early years are crucial. It makes a great deal of difference for a young child's developing intelligence whether or not he lives in a stimulating and responsive environment. Hunt concludes that how well a child can use his thinking skills to generalize in a variety of situations is, to a great degree, determined while the child is very young and it is based on the quality of the experiences of the child at that time. He suggests the need to provide enrichment activities that are matched to the child's developmental level. Not all children then, may profit from the same experience. The ability of the adult to provide an environment in which the youngster can interact at his own level of functioning is an important consideration in developing a "quality environment."

From Piaget's studies of intellectual development, one can generalize that a stimulating environment, in which the very young child is allowed to *interact,* is basic to the development of thinking skills. The quality of the environment, at home and at school or in the center, will contribute in a major degree to the present as well as to the future success of the child.

Differences Among Children

Children are different. Their personalities are not the same. Their rate of growth varies. Their experiences before they come to school are different. Their style or way of learning is not the same.

The program must be organized to allow children to work at different levels for different periods of time at different activities. A flexible program and schedule allow each child to work at *his* own level. Many different activities are going on at the same time. Children select *what* they wish to do.

The art of facilitating learning lies in selecting a variety of learning materials and in arranging them carefully to encourage self-direction in learning. Adults who know when to help and when to leave the child alone, who know when to ask a question and when to be quiet, who know when to encourage a child to choose an activity and when to give him time to think – these adults have mastered the art of teaching.

Goals of an Early Childhood Program

A program in which learning is fruitful as well as fun is based on clear goals. The equipment is selected and the experiences are planned to develop the goals. At the beginning of each section of this guide, specific reasons for including the experiences, are given. The general outcomes of all learning experiences are: a child who has a positive self-concept; a child who is healthy and physically coordinated; a child who is beginning to deal with children, adults and his emotions; a child who expands his concepts and ideas about the world; a child who can use language to communicate with others; a child who expresses himself in many ways; a child who is curious and wants to learn.

What do these general outcomes mean?

1. *A child who has a positive self-concept*

Each child must see himself as one who can learn, as a successful learner and as one who is liked by other children and the adults around him. Do you know how each child feels about himself in your center? What are you doing to change a negative self-concept?

2. *A child who is healthy and physically coordinated*

A child who is not healthy does not have the energy to learn. Health requires that a child be well nourished, have adequate rest, and opportunity for vigorous activity to develop physically. How does your program help a child to remain healthy and to move his muscles through physical activity?

3. *A child who begins to relate to children, adults, and to deal with his emotions*

A child who is able to play and work with children and adults, and who is beginning to channel his emotions into outlets that are acceptable, is adjusting to a group situation. What kinds of suggestions do you give the individual child to help him relate to others?

4. *A child who expands his concepts and ideas about the world*

An understanding of the community – the people and their work and services – and the expanded world, forms a basis for comprehending what is read in later years. Add to this the world of nature, and how all of these concepts are related, and the child has a beginning understanding of society. What first-hand experiences do the children in your center have to learn about their community and the world of nature?

5. *A child who can use language to communicate with others*

A child learns through talking and asking questions. He relates to people through exchanging ideas. The child must be able to speak so that others know what he means.

How much opportunity does your program provide for language development — for learning language through talking?

6. *A child who expresses himself in many ways*

A child gains an understanding of ideas through expressing them in his own way. He may use movement, art media, talking, dramatics, building materials and many others. Does your program give children the time and materials to express themselves in their *own* way each day?

7. *A child who is curious and wants to learn*

A child is naturally curious. He learns by observing, asking questions, looking at pictures in books, solving his problems and trying different ways to do things. The child is learning how to learn and learning by himself — using adults when he can't find the answer by himself. Does your program keep this curiosity alive?

Development of the Program

You, the director or teacher, have a room, equipment, and general plans for a program for young children. The children come. They choose blocks, then go to the home center, next to the terrarium to observe the turtle, moving to the music center to listen to a record, and on and on. You watch the children, helping them when necessary, reminding them to replace materials with which they are finished, taking notes on the significant behavior of a particular child, making a suggestion to another that will help him be successful, and guiding in many ways.

The activities the children choose and the things you hear them say, among other things, give you clues for adding materials, for planning field trips, and for topics to introduce. And so the program develops from the children. Each day is a new adventure. Each year is different.

The learning experiences in this guide are meant to serve as resources from which you can select as needed — as children are ready to respond to certain activities. The child's natural activity of play, with carefully selected materials and activities, will provide the opportunity for each child to live a full life of being three, four, or five years old. A five-year-old, living a full life of five, will have the foundation for continued learning.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with fear,
he learns to be apprehensive.
If a child lives with pity,
he learns to feel sorry for himself.
If a child lives with ridicule,
he learns to be shy.
If a child lives with jealousy,
he learns to feel guilty.
If a child lives with tolerance,
he learns to be patient.
If a child lives with encouragement,
he learns to be confident.
If a child lives with praise,
he learns to be appreciative.
If a child lives with acceptance,
he learns to love.
If a child lives with approval,
he learns to like himself.
If a child lives with recognition,
he learns it is good to have a goal.
If a child lives with honesty,
he learns what truth is.
If a child lives with fairness,
he learns justice.
If a child lives with security,
he learns to have faith in himself
and those about him.
If a child lives with friendliness,
he learns that the world is a nice
place in which to live.

With what is your child living?

--Dorothy Law Nolte

The Young Child

Children's griefs are little, certainly; but so is the child, so is its endurance, so is its field of vision, while its nervous impressionability is keener than ours. Grief is a matter of relativity; the sorrow should be estimated by its proportion to the sorrower; a gash is as painful to one as an amputation to another.

—Francis Thompson

THE YOUNG CHILD

Each child is a unique human being. Each one grows at his own rate. One child may be developing fine muscle coordination while another of the same age may still be working on large muscle coordination. Each child goes through the same stages of development. Girls are often ahead of the boys. Each child achieves a skill according to his personal timetable.

Representative Characteristics of the Young Child

About 3 Years of Age From	About 5 Years of Age To	Teacher Responsibility
1. Developing the large muscles	Developing the smaller muscles	Equipment and activities that use large muscles, and later finer, smaller muscles.
2. Dependence on adults for help	Greater independence in learning and solving problems	Help in learning **"how"** to do things by himself.
3. Solving problems and communicating through physical actions	Using words more than actions	Suggestions on substituting language for physical force.
4. Using simple words and sentences	More complex and abstract sentences and stories	A model of language which increases a child's use of language.
5. The need for regular day time naps	Periodic rest and activities that encourage relaxation	Being able to rest when needed.
6. Confusion of fantasy and what is real	Understanding the differences between reality and fantasy	Help clarify the difference between reality and fantasy as situations arise.
7. Erratic activity level with need to be active	Beginning of ability to sit still for short periods	Chance to be active with proper equipment.
8. Egocentric or Self-centered	Thinking of children and adults and his relation to them	Playing and working individually and gradually in small groups.
9. An interest in here and now	Interest in yesterday and tomorrow, and a wider environment	Introduction of new experiences and help in understanding the world around him.
10. A need for much help in controlling his behavior	Beginning to develop self-control, accept suggestions, and initiate an action	Modeling self-control and giving specific suggestions for controlling himself.

A. Teacher – Guidance

1. A child needs a **warm relationship** with adults who can give him a feeling of support in his needs, a sense of his own worth, and encouragement toward independence.
    a. Know the children's names, their characteristics, something about them.
    b. Show the child he is liked all of the time (you may not approve of *"what he does"* but you never reject *"him"*).
    c. Help him feel safe by protecting him from dangerous situations.
    d. Control yourself in the presence of children – calmness, comfortable soft voice, and gentle handling of a child.
    e. Help or reassure a child when he shows he needs it. Do not frighten, tease, ridicule, or humiliate him.
    f. Respect individual differences. Children are not compared with each other. Know an individual child's progress – record what he learns.
    g. Give each child some attention during the day.
    h. Develop simple routines with the children – give them time for an activity and give them time to change an activity.
2. The child needs **freedom and opportunity** to develop his physical, mental, and social capabilities with a feeling of success. He needs to be permitted to develop these strengths at his own pace.
    a. Let the child play in his own way. Stay in the background.
    b. Encourage him to do things for himself. Help him learn how to do things.
    c. Appreciate his creative efforts. The joy and value lie in the *"doing"* rather than in the results.
    d. Appreciate the seriousness of the child's imaginative play. Laugh **with** him, never **at** him.
    e. Provide a chance to make choices.
3. The child needs **understanding and consistent adult guidance** which supports his needs, yet limits his actions. Controls are necessary to protect the safety and welfare of the child and others, and to promote his gradual growth toward responsibility and self-control.
    a. Let the child know there are limits to what he is permitted to do. Hold the child to these limits.
    b. Respect each child. Be sincere, polite, and patient. Understand *"why"* he behaves as he does. Gain the child's cooperation by expecting him to do so.
    c. Let the child know that it is all right to be angry. Help him find acceptable outlets for his angry feelings – talking, hitting a punching bag, pounding clay, etc.

d. Have as few rules as possible. Stick to them. Use positive reminders. Tell him what to do. Use do's instead of don'ts. As:

  1. We play in this room (to a child who tries to leave).
  2. Keep the sand in the box so you can play with it again (to one who throws it).
  3. We build blocks only high enough to see over them.
  4. A good driver keeps his hands on the truck (train, etc.)

e. Get the child's attention before giving a request. Be sure he understands what you mean. Use suggestions rather than commands.

f. Give as few commands as possible. Be sure the request is important and reasonable. See that it is carried out. Give abrupt commands only in an emergency.

g. Encourage desirable behavior by approval. Children will repeat what you reinforce and approve. Negative behavior is often repeated by a child because the adult reinforces it through punishment.

h. Give a child the reason for doing a thing, whenever possible.

i. Use a pleasant and firm voice to get a child to do what you ask. Go to the child and speak in a soft voice.

j. Allow him to make decision — he learns through his poor decision. Help him decide if a decision involves serious harm.

k. Be sure the child has the ability to achieve the standards of behavior you set. Expect neither too much nor too little of the child.

l. Believe that a child intends to act in an acceptable way. He tries to please. Trust is basic to becoming secure and confident.

B. Teacher-Planning

1. Observe each child — look for his unique personal characteristics, how he learns, and what he knows — effect of home environment, health status, interests, etc.
2. Interpret child's behavior — find out why he behaves as he does.
3. Record observations — keep informal records of important things you observe, date each note.
4. Find out child's level of development — look for physical coordination, for how he solves problems, for how he plays with others, for his use of language, etc.
5. Select materials and plan activities that will help him learn — that he can do successfully, that he likes, and that enlarge his thinking.
6. Use incidental situations — use things that *"happen"* to help children learn — be flexible, be alert to *"happenings"* around you.

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7. Learn when to make suggestions to a child and when to let the child learn on his own, or work out his own problem – learn by observing the child – this is the art of teaching.
8. Plan with aides, volunteers, and parents.

C. What to Remember About Young Children[1]

1. They are active. Plan activities that include movement because sitting is not natural.
2. They are noisy. They learn by talking and working actively. Being quiet is not natural.
3. They are shy. They will talk with one child or one adult, or in a small group of 2, 3, or 4 children.
4. They are egocentric. They are interested in themselves. They will be interested in their neighbor later. Make each child feel important. Let children carry out *"their own"* ideas.
5. They want to feel proud, big, and important. Learning how to do something *("I can hop on one foot")* makes a child proud. Help each child be successful each day.
6. They have their own dream world. They can control the actions and outcomes in their *"pretend"* roles. Encourage rich fantasy.
7. They are tender. They need to know they are loved. They must be able to trust adults. Give them adult support each day. They develop trust with such support.
8. They are beginners. They learn through their mistakes. Be patient with them. Let them decide *"when"* and *"how much"* to practice. Give them time to learn at their own rate.
9. They want stimulation. They are curious. Have many different kinds of things in the room. Let them explore things – see, touch, handle, use, taste, and sniff.
10. They are different. Each child has his own timetable. They are learning at different levels. They are at different places on different days. Plan for individual children and small groups. Have easy and difficult things to do. Let the child choose what he will do.

More Information:

Hymes, James L. **Teaching the Child Under Six.** C.E. Merrill, 1968.

Jenkins, Gladys G. and others. **These Are Your Children.** Scott, Foresman, 1966.

Read, Katherine H. **The Nursery School, A Human Relations Laboratory.** W. B. Saunders, 1966.

Sharing — Teachers And Parents

Communicate

Therefore I summon age
To grant youth's heritage.

—Robert Browning

SHARING -- TEACHERS AND PARENTS COMMUNICATE

The parents and the home environment have a greater influence on the child than his center or school will ever have. The child will spend more time *in* his home than he will *out* of the home. During these formative years he has developed very fast. His thinking and living have been shaped by the people around him — his parents and family. As the child begins school, he is helped to grow into a happy and stable person by his teachers and parents. We must view this as a team working together, each giving helpful suggestions for guiding the child. A spirit of cooperation, mutual trust, and helpfulness must be developed. Decisions for help and guidance are made together by the parents and teachers for the "good of the child."

A. Outcomes

1. Parents develop a security in their responsibility toward their child.
2. Teachers gain a better understanding and insight into the child and his family.
3. Teachers learn from parents when a two-way communication is opened.
4. Parents are included in making policies, in planning, and in conducting their meetings.

B. How Parents and Teachers Can Communicate

Ways of Communicating	Purposes
1. Home visits	Teacher begins to understand the child by becoming acquainted with his family and home. Parents learn to know the teacher as a person. Suggestion: Arrange visit in advance. Be relaxed. Keep it brief. Have child present.
2. School visits	Parents understand the school and the program by frequent unscheduled visits. They see many ways in which the center is providing experiences for their child. The teacher shares information on the child's progress. She uses the knowledge

(continued on next page.)

	from the parents to help the child more effectively.
3. Telephone conversations	The teacher shares important progress of the child with the parent, as – the first time the child painted. Parents share needed information, as – the reason for a child's excitement today.
4. Planned conferences	Teacher shares the child's progress and learns more about him. Parents share the child's reactions at home and plan for continued progress. See additional information on conferences in this section.
5. Informal visits Bringing and getting children from school Casual social contacts	Parents and teacher build a warm secure relationship – a necessary basis for discussing problems.
6. Using talents of parents in the center	Parents enrich the program and provide first-hand experiences for children. Suggestions: Repairing equipment or making materials in a workshop session can be informal and informative.
7. Personal notes Announcements News its items – information about learning experiences, new equipment, etc.	Keep parents informed about their child and the total program. Talking with parents personally is preferable to frequent personal notes.

C. Planned Conferences for Parents and Teacher

These suggestions may help parents be more secure and comfortable in their role as parents. The teacher or director takes the lead in opening the communication lines with parents, and in beginning the sharing process. Either parents or the teacher may request a conference.

The teacher needs to:

1. Accept responsibility to plan and prepare for the conference by organizing information and materials **before** the conference.
2. Arrange a place for the conference where there will be privacy and no interruptions.
3. Provide sufficient time – a relaxed and unhurried conference.
4. Recognize that each parent is an individual with his own needs, attitudes, values, and beliefs.
5. Accept and respect each parent as a person, even though his beliefs are different from yours.
6. Know the child well in order to share with the parents specific goals for the child's progress.
7. Begin and end the conference with a positive discussion of the child so that parents will concentrate on the child's strengths rather than his weaknesses.
8. Accept warmly the contribution of the parent.
9. Be honest and truthful, while at the same time keeping personal feelings, facial expressions, and shocked reactions out of the situation.
10. Listen and find out the reason the parent feels or thinks as he does.
11. Encourage and help parents to work out possible ways of solving problems.
12. Allow parents time to change thinking and habits – do not force ideas or advice on parents.
13. Keep conferences and information strictly confidential, including the treatment of a child's and parents' problems.
14. Conclude the conference on a helpful and professional basis, by requesting and accepting suggestions from the parent for follow-up work with the child at the center, as well as planning with the parents for home activities and for future conferences.
15. Reassure the parent that you and the parent are partners in planning for and working with the child at all times.
16. Try a group conference. Several parents may observe and discuss with the teacher or they may meet for an informal discussion with the teacher.

D. Tips for Communicating

Communication between parents and teacher or director is a two-way process. The following positive suggestions may assist adults in building relationships with each other:

1. Be sincerely interested in the child.
2. Keep your tone of voice relaxed and accepting of the parent's point of view.
3. Do your share of listening rather than doing **all** the talking.

4. Listen for clues about the child, then ask for clarification of certain points.
5. Avoid negative and destructive criticism.
6. Avoid arguments or being defensive the way activities are done at the center.
7. Be specific and phrase statements positively. (Example: "Have you noticed how well Susan can walk the planks now?")
8. Be sure that parents understand what you have said.
9. Avoid labeling or jumping to conclusions too quickly.
10. Offer several suggestions for action rather than telling a parent what to do.
11. Attempt to arrive at some conclusions or points to be carried through by all concerned.
12. Use language that parents understand but do not "talk down" to parents.
13. Avoid being authoritative, too "teaching."
14. Use other members of your paid or volunteer staff who are members of the community, if you are not a resident of the immediate area from which your children come or if you are of a different race, educational or socioeconomic level.

E. Self-Evaluation

After the conference, review, together with the parents, all the statements above. Rate each statement with "good, satisfactory, or unsatisfactory." Periodically, have parents rate you in the same manner. Such evaluations will help to improve future conferences, and to alert teachers to recognize parents' feelings in conferences.

F. Parent Group Meetings[2]

Group meetings can be helpful to parents in learning about the growth and development of children. Parents also learn that other parents have similar problems, ways to solve their own problems, and what the center is attempting to accomplish in its program. However, the teacher does **not** plan the meetings **for** the parents. She provides the opportunity for parents to meet in order to plan their own meetings.

Group meetings **evolve** from the parents. The interests of parents and the information they feel they need to fulfill their parental role, determine the kinds of meetings. The parents decide the time, place, dates, and program for the meetings. The teacher is ready to offer suggestions, to assist in a program, and to provide assistance as requested. She also attends the meetings. Many times she will learn more at a parent meeting than she contributes.

Basic principles for parent group education.

1. Parents are able to learn.

   New ideas to the parents can be combined with information they share with each other.

2. Parents want to learn.

   The growth and development of the young child is of particular interest to them. This content can be divided into many study topics.

3. Parents learn when they are interested.

   If they select their topics and activities, they will be more interested in learning.

4. Parents remember what they learn when they *need* the information.

   A recent situation they have experienced will be significant to them in building a positive relationship with their child. They can then use what they learn.

5. Parents learn best when they are free to respond to a situation in their own way.

   Each parent makes his own decision on the basis of comments from a group leader and from other parents.

6. Parents have an emotional experience as well as an intellectual one at a group meeting.

   Feelings are a part of each relationship. Parents must feel free to express their feelings. The group leader helps the group keep a balance of facts and feelings.

7. Parents learn from each other.

   Parents should feel free to discuss what they know, how they feel, and what they want to know. A group leader will emphasize the important points they express and add information they do not have.

8. Parents will have a basis for changing some approaches.

   A series of meetings will help parents discuss, take time to consider, and solve some problems in their family relationships. The leader can suggest ways of applying new ideas.

9. Each parent learns in his own way.

   Parents learn in different ways. The group and its leader allow each parent to accept or reject ideas and to discuss or listen in his own way and at his time. Each person's way of learning is accepted.

G. In Summary

Remember to:

1. Invite parents personally.
2. Begin with informal meetings.
3. Give parents help and time to learn simple procedures of a meeting.

4. Make parents comfortable.
5. Have someone on hand to greet the parents as they arrive.
6. Ask parents for their ideas and suggestions. Involve them at all levels in policy-making, socials, and other meetings.
7. Listen when they talk and be prepared to listen a long time.
8. Be available to parents, give them your phone number or where you can be reached and the time it is convenient for you to see them.
9. Give them a Parent Manual: include school hours, policies, staff and parent information (name, address, phone numbers).
10. Keep the organization informal until parents are better acquainted.

More Information:

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The Learning Environment

The direction in which education starts a man will determine his future life.

—Plato

THE LEARNING ENVIRONMENT

The planning of the learning environment revolves around children and their needs. Carefully arranged space with equipment selected to help children learn without a great deal of direct adult direction — is a key to becoming an independent learner.

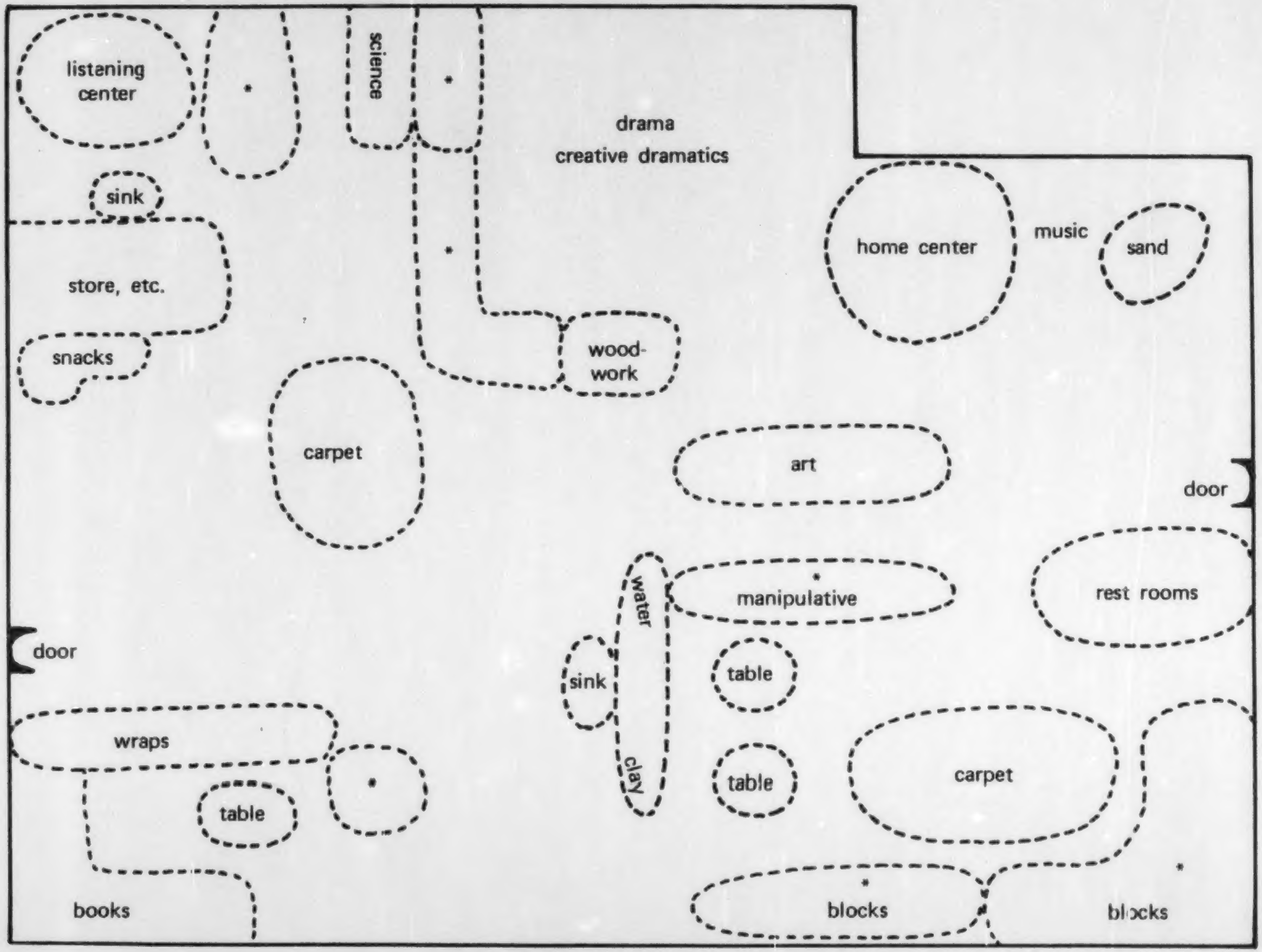
Certain qualities also help encourage learning. An environment can stimulate learning, yet be relaxed. It can be orderly, yet not deprive children of using the materials. It can be beautiful, yet functional. It can have a home-like atmosphere, yet be a place where much learning takes place. A friendly, patient, and affectionate adult, who treats each child with respect and understanding, can create an emotional climate in which learning in a well-planned environment is a pleasurable experience.

A. Organizing the Room for Children

The main factor for a good learning environment is **space.**

1. Organization.
   a. The flow of learning activities depends on the arrangement of interest centers.
      1. Divide spaces by arranging movable dividers and movable shelves.
      2. Place materials near where they are used.
      3. Arrange related activities near each other.
      4. Let traffic patterns open.
      5. Group quiet activities away from traffic areas and active play areas.
      6. Separate interest centers throughout the room to distribute the children.
      7. Place some activities near water facilities for easy cleaning.
      8. Teach children responsibility for putting materials away.
      9. Arrange them so children can work together and alone.
      10. Overall effect is one of beauty—consideration is given to use of color and texture, and arrangement.

          Walls may be smooth and rough, soft and hard.
          Floor may have a carpeted area and vinyl area.
          Outdoor surfaces may have dry and wet sand, grass and concrete, asphalt and dirt.
   b. Types of interest centers and needs — most activities can be used outdoors in warm weather.
      1. Block area — space for building, out of traffic lanes, carpet to soften noise, accessories near.
      2. Dramatic play — home center — space for many kinds of dramatic play, limit area with fold away screens and storage cabinets.


listening center
science
drama
creative dramatics
sink
store, etc.
snacks
wood-work
home center
music
sand
carpet
art
door
manipulative
rest rooms
water
sink
clay
table
table
door
wraps
table
carpet
books
blocks
blocks
*
*
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ROOM ARRANGEMENT Indicating Areas
*open shelves for storage, top for display

   3. Library — quiet corner, attractive area, tack board with art print.
   4. Art and craft area — table on which to do art near low shelves where materials are stored, painting area near sink and in good light.
   5. Music area — area for listening and open space for rhythms.
   6. Manipulative materials (small muscle activity) — space to use them near the low shelves.
   7. Science area — space to display things children bring, near shelves that store science equipment for experimenting, aquarium and terrarium near.
   8. Woodworking area — away from quiet area.
   9. Water and sand area — indoors or outdoors, may put on wheels.
   10. Large muscle area — space to move, soft floor area.
   11. Audio-visual and listening area — storage for films, records, tapes near outlet; space for machines, screen area darkened or daylight screen.
   12. Typing area — away from quiet area.
   13. Display area — space for tack board and table space for sharing.
   14. Resting area — space for storing equipment and for resting.
   15. See other chapters for suggestions for equipment for the centers.

2. Flexibility.

   A flexible environment supports, not restricts, all learning activities.

   a. Adaptable space and equipment permit activities to expand, shrink, move outdoors, or disappear.
   b. Movable or portable equipment allows change as activities and needs change.
   c. Creative equipment allows the item to be used for more than one purpose and in more than one way.

3. Accessibility.

   a. Children are encouraged to become independent learners when they can get the materials by themselves.
      1. Purposeful arrangement invites children to use equipment.
      2. A place is provided for everything. Children get the materials and put them away by themselves.
      3. Low open shelves make materials available to children.
      4. Height and eye level of children determine height of display space and size of equipment.
      5. Equipment is scaled to child-size.
   b. Types of storage needed.
      1. Indoor and outdoor materials used daily.

2. Materials that need to be readily available, but not used daily.
3. Equipment for seasonal use.
4. Space for consumable supplies.
5. Auxiliary equipment used sometimes.
6. Audio-visual equipment and materials.

Avoid: clutter, equipment in bad repair, placing materials where children cannot reach them, too many things in one place.

B. Provision for Health and Safety

1. Local and state standards for fire, health, sanitation.
2. Acoustical treatment for floor, wall, or ceiling.
3. Control of balance of temperature and humidity.
4. Protection from traffic, fire, and modern hazards — regular fire drills.
5. Eye comfort with control of daylight and artificial light.
6. Regular draft-free ventilation.
7. Access to outdoors from indoor space, to be used at the same time, if possible.
8. First aid supplies and adult who knows **how** and **when** to use them.
9. Facilities and equipment suited to size of children.
10. Equipment selected for safety (see page 26).
11. Rest rooms supplied with soap, towels, toilet tissue.
12. Non-slippery floor when cleaned or waxed.
13. Easily cleaned walls (to height of children's reach), floors, equipment; kept clean.
14. Space for child who is ill.
15. Space for adult to rest.
16. Heating, ventilation, and air conditioning.
    a. Even temperature throughout room — ideally between 68 and 72 degrees.
    b. Thermostat located low enough for **children's** comfort.
    c. Heating of type most effective for children's comfort.
    d. Humidity control.
    e. When ventilation by window, draft-free with easily operable screened windows; or circulation of air.
17. Wiring.
    a. Enough outlets to avoid use of extension cords or over-loading of circuits; safety plates requiring 45-degree turn before current will flow or above reach of children.

18. Safety factors.
    - a. Free from fire hazards; easy escape in case of fire.
    - b. All doors opening outward.
    - c. Free from abrasive surfaces or equipment with sharp edges.
    - d. Guards for low windows, space heaters, floor furnaces.
    - e. Ventilated closets and small rooms.
    - f. Electrical wiring approved for safety.

C. **Space and Equipment** (Facilities will meet most of the standards suggested. All standards can be met when a new facility is built.)

1. Room.
    - a. Location of room.
        - Ground floor.
        - Far enough from other rooms so children do not disturb others.
    - b. Size of room.
        - 40-60 square feet per child.
    - c. Walls.
        1. Insulated against heat or cold.
        2. Non-glare finish and light enough to reflect 50 per cent of light.
        3. Chalkboard area and tack board space at eye level of children.
        4. Movable, low dividers to arrange space in sections.
        5. Full length mirror extending to floor.
        6. Space for reference materials and announcements for parents.
    - d. Ceiling.
        1. Lighter color finish than walls to reflect 70 per cent of light.
    - e. Floors.
        1. Clean and washable, warm, draft-free, quiet.
        2. Suitable surfacing of carpet, vinyl, etc.
        3. If not carpeted, a carpet area to enable children to sit at the same time, or individual sitting pads.
        4. Cover bare concrete and wood.
    - f. Doors.
        1. Light-weight, opening outward, with hardware easily managed by children; no swinging doors.
    - g. Lighting.
        1. Adequate window lighting or artificial lighting to provide 10-20 foot candles in all parts of room.

        2. Type of window covering to control excessive light and glare when necessary.
        3. Tall windows, sills on at least one side low enough for children to see out.
        4. Glass panes clear enough to avoid distortion of view.
    h. Storage.
        1. Portable open shelves, cupboards, bins, or closets to store all materials and equipment; most of it designed for self-service by pupils.
        2. Space for each child to hang wraps and to keep small articles.
    i. Sink.
        1. Double sink preferred with cold and warm water.

2. Room Furnishings.
    a. Tables.
        1. Sturdy, but lightweight so that children can move them.
        2. 20-22 inches high.
        3. Small enough to be used separately or pushed together (for 4-6 children).
        4. Washable tops.
        5. Tables with different shapes for different purposes: round library table, trapezoidal tables, higher tables for standing activities.
    b. Chairs.
        1. Designed for comfort, sturdiness, promotion of good posture.
        2. Lightweight, so children may move them with ease.
        3. 12-14 inches high, a few 10 inches for shorter children.
        4. Stackable chairs that can be stored out of way when more floor space needed.
        5. Few larger chairs for visitors and for parent conferences.
    c. Snack and cooking activities.
        1. Small refrigerator in room or access to refrigerator for food storage.
        2. Electric fry pan, hot plate, small oven or access to oven.
        3. Kitchen facilities for preparing meals for all-day programs.
    d. Audio-visual equipment.
        1. Picture collections and file for storage.
        2. Filmstrip viewer.
        3. Listening center with 1 to 8 ear phones.
        4. Tape recorder, blank tapes, commercial cassettes and machine.

        5. Access to movie projector, films, filmstrips, radio, TV, flood light and sheet for shadow activities, overhead projector, opaque projector.
        6. Screen.
        7. Containers for flowers, figurines for beauty spots.
        8. Flag.
        9. See other chapters for puppets, flannel and magnetic boards.
    e. Conference room and office.
        1. A comfortable space for conferences with parents which can also serve the teacher as space for planning and preparing materials.
    f. Office-type supplies.
        1. Paper, paper clips, felt tip pens, masking tape, primary type typewriter, etc.

3. Rest Room Facilities.
    a. Location.
        1. Adjoining main room preferred, or easy access to children.
    b. Size.
        1. Rest room adjoining room used as needed may be smaller, 5 square feet per child when in maximum use.
        2. Rest rooms are larger when away from room; used as needed and scheduled.
    c. Fixtures.
        1. Child-sized toilets and wash bowls.
        2. Mirror.
        3. Place to bathe for all-day programs.
    d. Design.
        1. For easy supervision.
        2. Window or vent to remove odors.
        3. Waterproof floor that may be disinfected.
        4. Adequate light.
    e. Supplies.
        1. Paper towels, soap, tissues, paper nandkerchiefs.
        2. Wastebasket.

4. Playground.
    a. Location.
        1. Adjoining room preferred, or easy access to room for free flow of activities from indoors to outdoors.

b. Size.
    1. Minimum of 100 square feet per child.
c. Shape.
    1. To permit supervision at all times.
d. Safety and comfort.
    1. Fence, hedge, or some sort of protective boundary.
    2. All equipment strong, sturdy, free from sharp edges, properly constructed, properly installed.
    3. Shade trees or shelter against hot sun.
    4. Covered area for use in rainy weather.
    5. Storage area for movable equipment.
    6. Trees and shrubs for beauty.
e. Surfacing.
    1. Resilient and nonabrasive, softer under climbing equipment.
    2. Small areas of grass.
    3. Level, paved area for wheeled toys.
    4. Sand pile or sand pit.
    5. Soil area for gardening and digging.[3]

D. Evaluating Settings for Learning[4]

1. Suggestions for Using the Check List.

The following list of questions is organized into four categories. Each category contributes in a major way to the environment as experienced by the child. The questions are meant to help you identify both strengths and problems in your own setting. Many schools have found it helpful to give each staff member a check list to think about for several days before the evaluation meeting. Then, when the entire staff meets, each person is prepared to share his observations and suggestions.

Evaluation Check List

The Physical Environment

1. Can quiet and noisy activities go on without disturbing one another? Is there an appropriate place for each?
2. Is a variety of materials available on open shelves for the children to use when they are interested? Are materials on shelves well spaced for clarity?
3. Are materials stored in individual units so that children can use them alone without being forced to share with a group?

4. Are activity centers defined so that children know where to use the materials?
5. Are tables or rug areas provided for convenient use of materials in each activity center?
6. Is self-help encouraged by having materials in good condition and always stored in the same place?
7. Are cushioning materials used to cut down extraneous noise – rug under blocks, pads under knock-out bench?
8. Are setup and cleanup simple? Are these expected parts of the child's activity?
9. Have learning opportunities been carefully planned in the outdoor area? Painting, crafts, block building, carpentry, gardening, pets, sand and water all lend themselves to learning experiences outdoors.
10. Is the children's work displayed attractively at the child's eye level?
11. Do the children feel in control of and responsible for the physical environment?

The Interpersonal Environment

1. Is there a feeling of mutual respect between adults and children, children and children?
2. Is the physical environment enough under control so that the major part of the adults' time is spent in observing or participating with children?
3. Can children engage in activities without being disturbed or distracted by others?
4. Do adults observe children's activity and intervene only when it is beneficial to the child?
5. Do adults have *"growth goals"* for each child based on the needs they have observed in each child? Is individualized curriculum used to reach these goals?
6. Do children feel safe with one another?
7. Is competition avoided by arranging materials in individual units, limiting the number of children participating in an activity at one time, insuring the fairness of turns by starting a waiting list on which the child can see his name keeping his place in line?
8. Do the adults show children how to help themselves? Are children encouraged to learn from one another?
9. Are there opportunities for children to play alone, participate in a small group, and participate in a large group?
10. When limits are placed, do adults use reasoning and consistently follow through? Are limits enforced?
11. Are the adults models of constructive behavior and healthy attitudes?
12. Is there an overall warm interpersonal environment?

Activities to Stimulate Development

1. Are there many opportunities for dramatic play: large housekeeping corner, small dollhouse, dress-up clothes for boys as well as girls?
2. Is there a variety of basic visual art media: painting, drawing, clay, salt-flour dough, wood-glue sculpture, fingerpaint, collage?
3. Is music a vital part of the program: records, group singing, instruments, dancing?
4. Is language stimulation varied: reading books, games with feel boxes, flannel boards, stories, questions and answers, conversation, lotto games, classification games? Are limits enforced through verbal control and reasoning?
5. Are there small manipulative toys to build eye-hand coordination and finger dexterity?
6. Are there some opportunities to follow patterns or achieve a predetermined goal: puzzles, design blocks, dominos, matching games?
7. Do children do things like cooking, planting seeds, caring for animals?
8. Are field trips planned to give experience with the world around us? Is there adequate preparation and follow-up after trips?
9. Are there repeated opportunities for children to use similar materials? Are materials available in a graded sequence so that children develop skills gradually?
10. Are children involved in suggesting and planning activities? How is free choice built into the program?
11. Are new activities developed by teachers as they are suggested by the interests of individual children?
12. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc.? Is there provision for children to learn through their senses as well as verbally?

Schedule

1. Is the time sequence of the school day clear to both teachers and children?
2. Has the schedule been designed to suit the physical plant and particular group of children in the school?
3. Are long periods of time scheduled to permit free choice of activities and companions?
4. Are other groupings provided for in the schedule, e.g., small group activities, one to one adult-child contacts, larger group meetings, etc.?
5. Is the schedule periodically reevaluated and modified? Are changes in schedule and the reasons for these changes made clear to both staff and children?

More Information:

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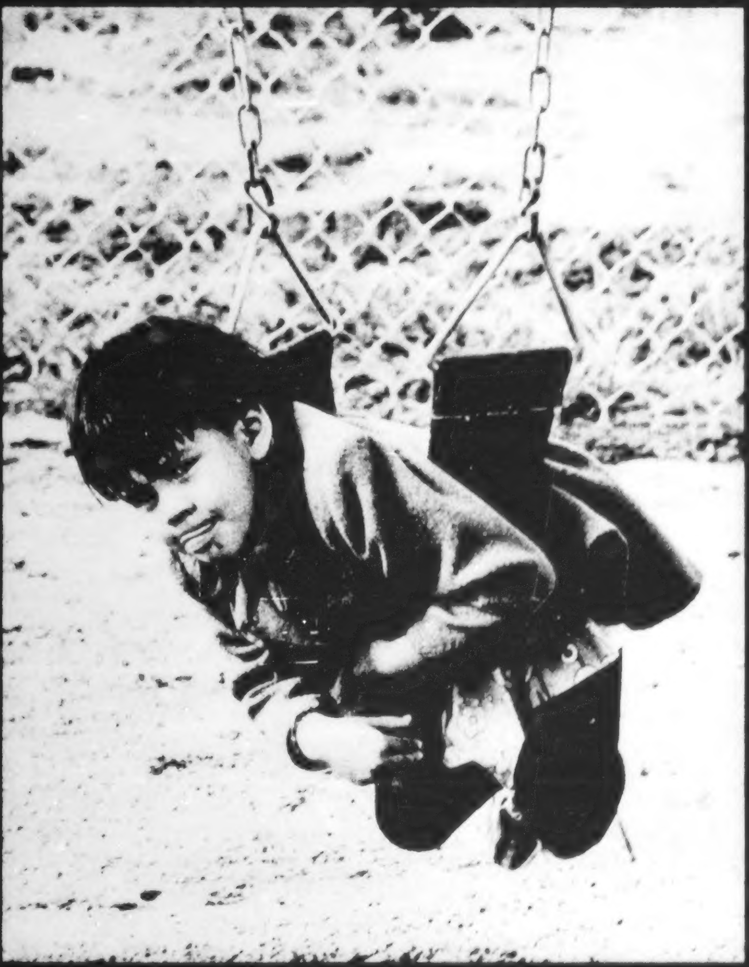
Kritchevsky, Sybil and others. **Planning Environments for Young Children.** National Association for Young Children, 1969.

Wills, Clarice and L. Lindberg. **Kindergarten for Today's Children.** Follett, 1967, Chapter 8.

A Day Of Learning

Whoso neglects learning in his youth, loses the past and is dead for the future.

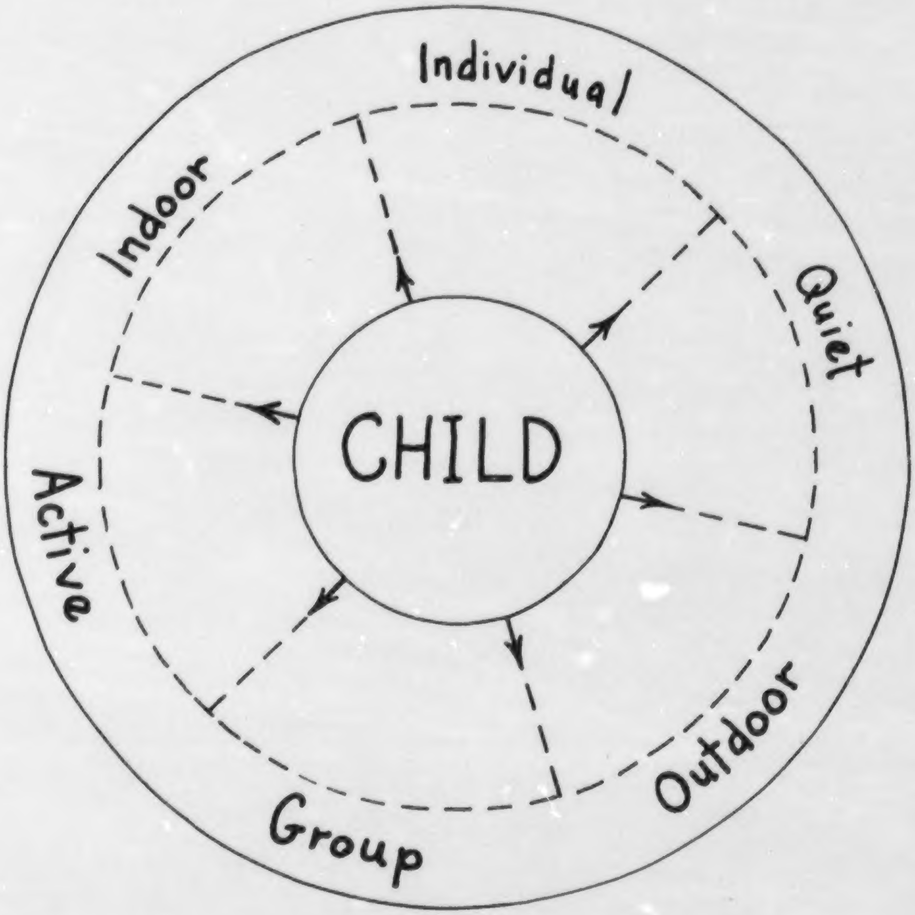
—Euripides



A DAY OF LEARNING

A. The Daily Schedule

1. A balance of indoor-outdoor, active-quiet, individual-group activities – is planned.
2. Time allotment for each is flexible.
3. Day is planned for large blocks of time.
4. Many activities are going on at the same time.
5. Adults guide children's activities.



The Daily Schedule

B. Length of Session

1. Decide what is feasible in your community. What is needed by these children?
2. A longer session is desirable for boys and girls who go to poorly supervised homes or to limited environments.

3. Session may be:
    a. Half day of 3 hours.
    b. Extended day of 4 hours (include meal at noon).
    c. Full day (include breakfast, two snacks, hot lunch at noon, longer rest time).

C. Indoor-Outdoor Activities

1. Most activities can be carried on inside or outside.
2. How much time is spent on each depends on the climate, weather conditions, space in each area, length of the session, and how much equipment is movable.
3. During warm weather, children can take most of their activities outdoors.

D. Quiet Activities

eating
relaxing
talking
singing
listening to stories and music
looking at books
playing with manipulative materials

E. Active Activities

Play on large muscle equipment and with wheel toys.
Sand and water play.
Active games.

F. Individual Activities are Self-Directed

A child chooses from interest centers *"what"* he wants to do and *"how long"* he wants to do it. He explores, experiments, discovers, and puts the equipment away when finished.

1. What the adult does–
    a. Observes child to take clues from children for planning interest centers.
    b. Talks with individual children.
    c. Introduces a concept or activity to a child or small group.
    d. Takes dictation from child – child's own story.
    e. Reminds a child of limits which he is not observing.
    f. Gives suggestion to child who needs help.
    g. Records progress a child has made.

G. Group Activities

Children form a group because they are interested in the same activity. Group may include adults.

1. Small group activities (2-5 children):
    - a. To learn a new idea.
    - b. To show something.
    - c. To listen to one another.
2. Large group activities.
    - a. Talk about news.
    - b. Share ideas.
    - c. Plan the day.
    - d. Listen to stories, poetry, music.
    - e. Role-play stories and incidents for each other.
    - f. Enjoy rhythms together.
    - g. Sing songs.
    - h. See page 4 for guidance.

H. This Happens, Too–

1. Adults arrive early enough to have all activities ready so they can greet each child.
2. Children have a great deal of time to choose activities from the interest centers. See pages 4, 29, and 34.
3. Many different activities are going on at one time.
4. Children have time to get ready to go home.
    - a. They clean up, put materials in place, get their wraps, and tell the adults how they feel about their day.
    - b. They hear a *"goodbye, see you tomorrow"* from the adult.
5. Teacher and the Staff.
    - a. Chat informally with parents.
    - b. Check the order of the room.
    - c. Take care of records (from observations and talking to children).
    - d. Discuss the day (what went well, what must be changed, what is to be added).
    - e. Plan for tomorrow – what is needed for interests of children and for insuring success, special plans for field trips, parents, etc.

I. Flexibility Is—

1. Changing plans spontaneously to include special events and unexpected situations that extend learning.
2. Changing equipment at the learning centers to provide each child success.
3. Adding an activity or piece of equipment to extend the understanding of an interest a child or group has developed.
4. Working with a team of teachers, aides, assistants, and parents to plan and evaluate.
5. Conferring with physician, nurse, psychologist, parent, social worker, principal, to be more effective with a certain child.
6. Rearranging centers as needed.

J. Evaluation of the Program

If you can answer *"yes"* to all the questions, you had a good program today —

1. Was there a balance between group and individual workplay? between indoor and outdoor play? between active and quiet activities?
2. Were your blocks-of-time flexible, flowing from one time-block to another, in active and quiet rhythms?
3. Did you give children a chance to choose their activities? to make choices? to plan what they were going to do and carry out these plans? to explore and experiment?
4. Did each child experience success? receive positive reinforcement?
5. Were children treated consistently with the goals and limits that had been set?
6. Did each child have a chance to talk with an adult on a one-to-one basis? with other children?
7. Did the adults give guidance to the free activities of the children?
8. Did you have new things to do that interested and challenged each child? Did you include enough of the familiar to lend security?
9. Did the learning centers have materials that carry out your goals? Did the activities stimulate all senses?
10. Did you give children time for necessary routines? Did you plan for certain children with special needs?
11. Did you gather information from clues of children for adding activities? for understanding why certain children act as they did? for recording new learning of a particular child?
12. Were community resources, both people and agencies, used to develop the daily program?

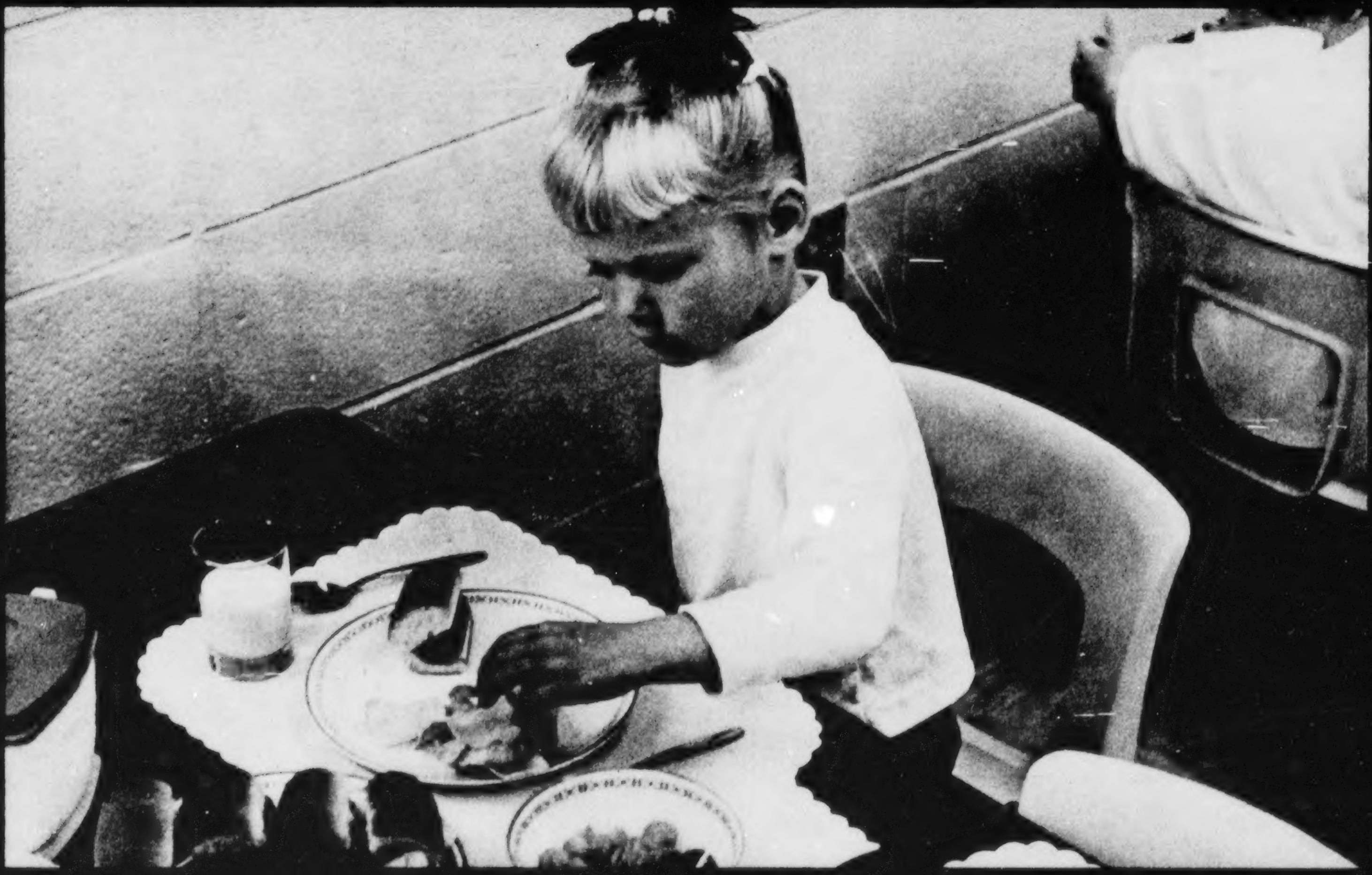
More Information:

Leeper, Sarah H. and others. **Good Schools for Young Children.** Macmillan, 1968. See pages 143-144 for planning the first day.

Learning Experiences — Nutrition, Health And Safety

Youth is wholly experimental.

—Robert Louis Stevenson



LEARNING EXPERIENCES – NUTRITION, HEALTH AND SAFETY

Nutrition

A healthy child has the energy to learn. Nourishing food is served for snacks and meals. Every program has a snack of something to eat and drink each half day. Lunch and sometimes breakfast is served in full-day programs depending on the needs of children. Growing children required adequate amounts of wholesome foods.

Children can learn about the food they eat and develop a positive attitude toward many kinds of foods. All areas of learning can be combined in cooking foods in school. Children can see and feel the whole – as, a bunch of celery – before eating it. They can help pick fruit from trees, take vegetables out of the garden, buy, prepare and cook, and eat the food.

A. Outcomes

1. Children gain health and energy.
2. Children will eat a balanced diet.
3. Children will learn to eat and enjoy many kinds of foods.
4. Children will socialize during snack time.
5. Children will learn how foods grow, how they are prepared, and how they are processed.

B. Meal Patterns[5]

1. A Pattern for Breakfast.
    a. Fruit or fruit juice.
    b. Milk.
    c. Cereal, bread or roll.
    d. Plus one or more of the following:
        1. Piece of cheese.
        2. Egg, hard cooked or scrambled.
        3. Peanut butter.
2. The Mid-Morning or Mid-Afternoon Snack could include one or more of the following:
    a. Fruit, such as orange sections, apple wedges or peach halves.
    b. Raw vegetable pieces.
    c. A piece of cheese.
    d. Milk or Juice – either fruit or vegetable.

3. A Pattern for Lunch.
    - a. Meat, poultry, fish, egg, cheese, peanut butter, dried peas or dried beans (choose one).
    - b. Bread and butter or margarine.
    - c. Raw or cooked vegetables.
    - d. Fruit or other dessert.
    - e. Milk.

C. Meal Suggestions

1. Drinks.
    - a. Milk - white, chocolate, cocoa, milk shake, eggnog.
    - b. Fruit juices - orange, apple, apple cider, peach nectar, pear, grape, pineapple, prune, grapefruit, etc.
    - c. Vegetable - carrot, tomato, mixed vegetable juices.
    - d. Other - bouillion, jello, lemonade, vitamin-enriched fruit drinks.

2. Food.
    - a. Fresh fruit (cut in various shapes) — served slices or strips, quartered or sectioned, cubes or balls, on toothpicks.

bananas
oranges
apples
plums
pears
peaches
assorted fruit plate
grapefruit
rhubarb
cherries
pineapple
cantaloupe
blackberries
watermelon
honey dew
strawberries (with milk)
pomegranate
mixed fruits
grapes (small clusters)

- b. Canned or cooked fruit — any of the above fruits, apple sauce, fruit cocktail.

3. Dried Fruit.

raisins
apricots
Nuts - peanuts
apples
prunes
figs
dates
currants
coconut

4. Vegetables* — raw or cooked; cubes, slices, sticks, curls, quartered, whole if small.

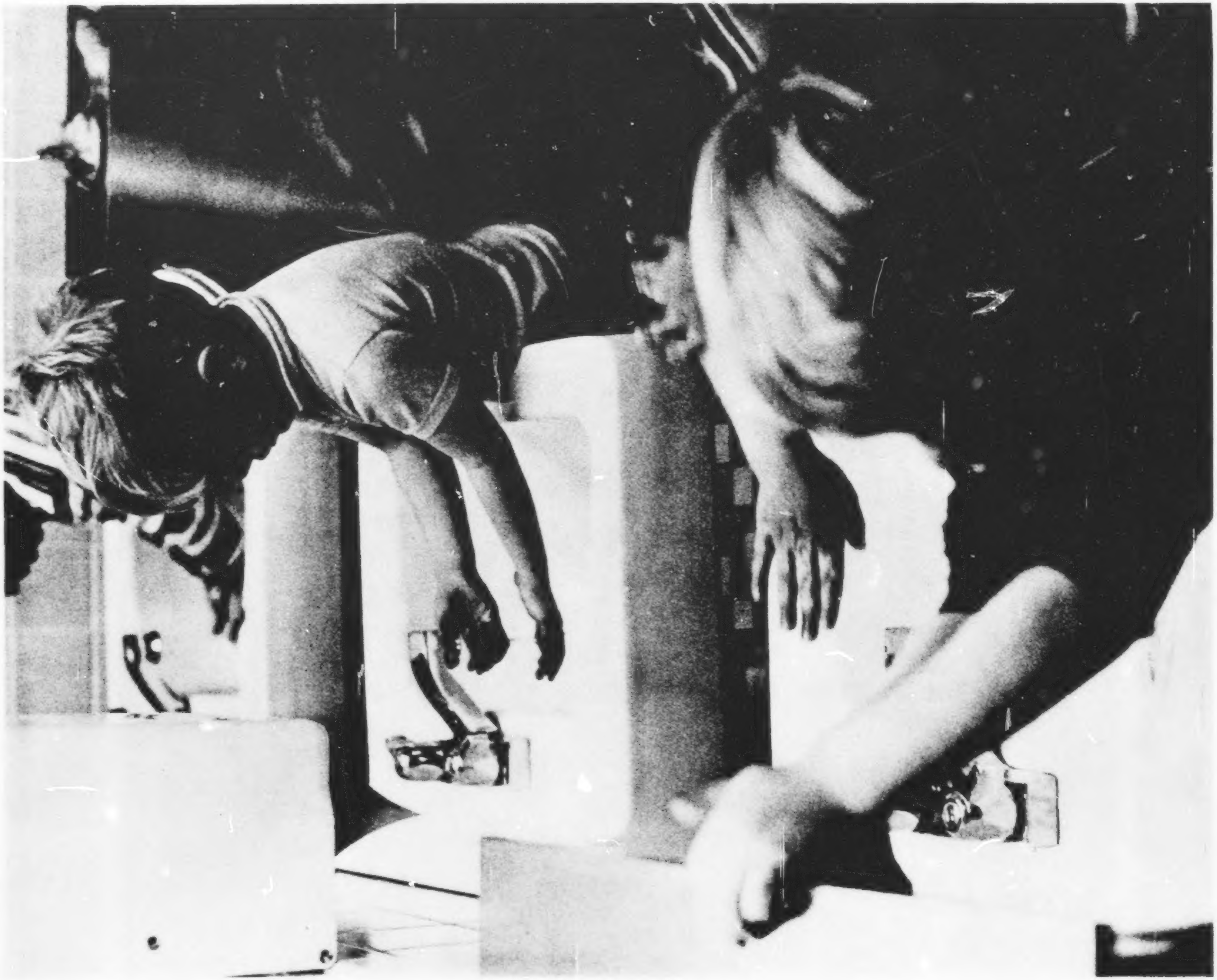
potato
turnip
carrots
beets
artichokes
rutabagas
green pepper
brussel sprouts
cucumbers
broccoli
tomato
peas
cauliflower
green or yellow beans
celery (with cheese, peanut butter)
squash
radishes
lettuce
cabbage

5. Meat and Cheese* – wedges, slices, cubes, on toothpicks, on bread, with catsup and mustard.
    - cold meats
    - meat roast
    - wieners
    - finger meats
    - eggs (hard boiled, deviled, scrambled)
    - chicken
    - bacon
    - sausages
    - cottage cheese
    - canned meats
    - meat loaf
    - ground beef
    - cheese (different kinds)
6. Breads -- with butter, honey, spreads, or jellies; strips, quartered sandwiches, cut with cookie cutters.
    - whole wheat
    - raisin
    - rye
    - muffins
    - doughnuts
    - homemade bread
    - biscuits
    - waffles
    - banana bread
    - cinnamon rolls
    - toast (plain, cinnamon, French)
7. Crackers – with dips, peanut butter, plain, cottage cheese, soda, graham, variety of snack crackers.
8. Cereals – cooked hot cereals, dry prepared cereals.
9. Others.
    - jello
    - pudding
    - cookies
    - marshmallows (plain, roasted)
    - popcorn (buttered, balls)
    - ice cream (dish, cones, with fruit)
    - brownies

*Cut in various shapes.

D. For Positive Food Attitudes[6]

1. Plan carefully.
2. Serve food in an easily handled form, keeping in mind the child's hand and chewing skills.
3. Serve food in an attractive manner.
4. Seat child in a comfortable manner.
5. Adjust servings to child's appetite and allow opportunity for second helpings.
6. Encourage child to taste everything, but make no fuss about food he dislikes as *"pushing"* may cause resistance.
7. Introduce new foods slowly in connection with well-liked ones.
8. Keep disciplinary procedures at a minimum.
9. Keep cheerful. Children respond positively to cheerfulness, warmth, and a loving atmosphere.
10. Post weekly menus.
11. Combine eating with learning about food.



E. **Equipment** (all utensils for eating should comply with health regulations).

1. Napkins and straws.
2. Paper cups or glasses.
3. Sponges.
4. Trays for serving foods.
5. Hot plate or electric fry pan.
6. Access to refrigerator and oven.
7. Also, for full-day programs — unbreakable dishes — bowls, cups or glasses, dessert dishes, salad forks, place mats, plates, spoons, pitchers.

More Information:

Nutrition and Intellectual Growth in Children. Washington, D. C.: Association for Childhood Education International, 1969.

Preschool Guide. Denver: Colorado Association of Future Homemakers of America, 1968.

Project Head Start. **Nutrition, Better Eating for a Head Start.** No. 3, 1968. **Food Buying Guide and Recipes.** Office of Child Development, HEW.

Health and Safety

The health program helps maintain healthy children. As boys and girls form positive attitudes toward the importance of health, they should be helped to live so that strong bodies develop. The program also identifies deficiencies and provides referral services for treating them. Nutritious food, rest, and physical exercise in the outdoors are essential. The adult will be an example of a healthy being, who practices health and safety habits.

A. **Outcomes**

1. Children will understand and practice proper health habits.
2. Children's bodies will be healthy and function well.
3. Children will have a mental outlook that meets life with confidence.
4. Children will get along well with others.
5. Personnel will identify and provide for treatment of health deficiencies.

B. Health habits are learned by doing them. Do –

1. Teach them when children can use them immediately.
2. Have nurse and others talk to children.
3. Role play the doctor, nurse, etc.
4. Use songs, stories, poems.
5. Answer questions simply and accurately.

C. Some health practices

1. Wash hands after toileting.
2. Wash hands before and after eating.
3. Keep objects out of mouth, eyes, nose, ears.
4. Stretch after sitting.
5. Eat wholesome foods.
6. Cover mouth for coughs and sneezes.
7. Plan a rhythm of rest and activity.
8. Have outdoor large muscle exercise each day.
9. Drink enough liquids.

D. Safety precautions – children and adults will –

1. Report toys and equipment that break.
2. Pick up glass and other litter and put it in the wastebasket.
3. Close cupboard doors and drawers.
4. Clean up spills.
5. Keep toys out of walking path.
6. Designate place for throwing balls and bean bags.
7. Provide a safe entry to the center.

E. Parents and personnel work together on –

1. Eating wholesome food.
2. Getting enough sleep.
3. Brushing teeth.
4. Being happy at home and school.
5. Preventing and coping with pressures and frustration.
6. Playing happily with others.

F. Supervision of Health Care

1. Observe children for signs of illness.

   Look for: flushed face, warm forehead, paleness, sweating or chilling, listlessness, irritability, cough, sneeze, running nose, watering eyes, swollen neck glands, headache and earache, skin rash.

2. Permit as needed – toileting, drinking, resting, stretching.
3. Adjust wraps to weather or activity.
4. Adjust windows to ventilate without a draft.
5. Adjust shades for proper lighting without a glare.
6. See that the environment is clean.
7. See that eating utensils are not used in common.
8. Remove safety hazards –
   a. Keep toys repaired.
   b. Keep halls well-lighted.
   c. Close cupboard doors and drawers.
   d. Keep medicines and household cleaners out of the reach of children.
9. Supervise children who are climbing in high places.
10. Prepare children for medical examinations or treatment so they know what will happen.
11. Know and use the community resources for a team approach to improving health –
    a. Parents.
    b. Doctor.
    c. Nurse.
    d. Psychologist.
    e. Social worker.
    f. Dentist.
    g. Others.
12. Give specific instructions in the safe use of equipment as needed.
13. Be a model of good health.

G. Health and Safety Topics

A few topics are suggested. Select other topics because of health and safety practices the children need to learn. For each topic you will need:

1. To add equipment to the interest centers.
2. To plan activities.
3. To plan a field trip or invite a resource person.

How our bodies grow – different rates, height, weight, skills to practice.

How we use our bodies – all senses, teeth, muscles, others.

How we take care of our bodies – health habits; care of eyes, ears, nose, mouth, hair, feet, clothing.

Why we need exercise and outdoor play – sunshine, fresh air, coordination, play.

Why we need time to rest – fatigue, rebuilding, time during the day and at night.

How food helps us grow – see nutrition, selection of food.

How we keep ourselves healthy – health examination and treatment, immunizations, room temperature, warm and dry feet, staying away from sick children.

How our "feelings" affect our health – acquaintance with the school and personnel, kindness to others, appreciation of each child.

How we keep safe – knowing name, address, parent's name, name of school; using equipment, electrical equipment, recognizing hazards; playing with pets and animals; not accepting rides with strangers, rules of fire prevention.

How our community helps keep us healthy and safe – understanding of services for health, fire, sanitation, protection; children's responsibility for prevention.

H. Planning a Health Program

1. Organizing health information for each child.
    a. Keep a health record for each child.
    b. Add significant health information during the year, dating each item.
2. General health examination before each year begins.
    a. By family physician or provided by the school for low-income families.
3. Daily observation of each child, preferably by the nurse.
    a. Referral procedures established for physician, parents, social worker, speech therapist, etc.
4. Procedure to follow when a child becomes ill.
    a. Written information by parents with phone number, physician's name, etc.
5. Information to parents in written form on all health policies.
6. Immunizations for children whose parents cannot pay for them.
7. Identification of health problems that interfere with a child's growth and learning. A **must** for all early childhood centers – by family doctors or by the school.
    a. Examinations for:

dental health
hearing problems
visual problems
speech problems

8. Begin treatment for health problems.
    a. Family and school cooperation.
    b. Referral services for low-income parents.
9. Other provisions.
    a. Adult who is trained in first aid.
    b. Written information on when to keep a child home.
    c. Regulations concerning communicable diseases — available from school nurse, city, county and state health agencies.
    d. Space where child can rest by himself.
    e. Funds for medical treatment for children of indigent parents.

I. Equipment

1. Facial tissue.
2. First aid kit, stocked at recommendation of school physician.
3. Full-length mirror.
4. Large muscle equipment.
5. Facilities for washing hands.
6. Child-size broom, dust mop, hand brush and dustpan with long handle, sponge with small plastic pail.

J. Rest and Relaxation

Quiet times are needed to relax the mind and muscles. Rest time is stretching out and relaxing the whole body.

1. Half-days.

    Half-day sessions have shorter rest periods. Some days a longer period may be needed.

    a. Younger children need longer rest periods than older children.
    b. Older children may rest according to *"when"* and *"how long"* they need to rest. Space and equipment are always available.
    c. Quiet, restful music may be played during the rest period.
    d. The floor for resting is warm, clean, and free from drafts.
2. Full-days.

    All-day programs will have a mid-morning rest and an extended rest time on cots after lunch in a quiet room.

    The setting provides dimmed lights, loose fitting clothing, enough covers, good ventilation, and a quiet place.

3. Relaxation can be Encouraged by –
   a. Adults who make school pleasant and who do not *"pressure"* children.
   b. Adults who speak and move quietly before rest time.
   c. Adults who play softly – piano, auto-harp, guitar.
   d. Children who know the routine of preparing for rest.
   e. Adults who relax quietly while the children rest.
4. Equipment.
   a. Records with music for resting as – Lullabies and Other Children's Songs sung by Nancy Raven.
   b. **For short rest periods** – resting mats which can be cleaned, labeled with the child's name; rugs, large heavy towels, commercial plastic covered pads.
   c. **For all day programs** – cots, sheets, blanket. Space cots about 3 feet apart.

More Information:

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Learning Experiences — Play

The little cares that fretted me,
I lost them yesterday,
Among the fields above the sea,
Among the winds at play.

—Anonymous

SE!
vent forest fires

LEARNING EXPERIENCES – PLAY

Play is not a passive structured occupation. For a child, play is an expression of his **natural instinct** to develop his own potential, to discover himself and the world around him. Like research at the adult level, it is an adventure, an experiment, a source of intellectual, emotional and physical satisfaction. And like any adventure, it is not something to be found always at the same time and in the same place and in the same way. Children must have freedom to shop around. They need a variety of different types of activity. Lady Allen of Hurtwood, May 5, 1965 in New York City. OMEP.

A. Outcomes

Play is learning. Learning through play is used in the entire program. The children will:

1. Explore and manipulate their environment.
2. Discover ways to solve their problems.
3. Express their feelings about the world.
4. Expand ways of relating to others.
5. Coordinate large and small muscles.
6. Develop their imagination.
7. Know how to use the equipment.
8. Learn basic skills through manipulating materials.

B. Developmental Sequence

From	To	To
1. Playing alone (solitary play)	2. Playing alone but playing close to another child (parallel play)	3. Playing with a small group of children (cooperative play).

C. Organizing Play

1. Select equipment for individual and group play.
   a. Two of a kind encourages group play, as two telephones.
   b. Related equipment encourages group play - wagon, fireman's hat, piece of hose.
2. Select equipment for indoor and outdoor play.
   a. Movable equipment can be used indoors or outdoors.
   b. Many activities can be taken outdoors in suitable weather.

3. Select equipment to develop large and small muscles.
4. Provide for self-directed play and learning.
   - a. Select equipment that is self-correcting.
   - b. Give children time to choose activities and play as long as they wish.
   - c. Have space for children to enjoy the activities.
   - d. Show children how to use the equipment as needed.
5. Select equipment for different levels of development.
   - a. Have materials that range from easy to difficult for the ages of children in the school.
   - b. Provide for a variety of materials by buying one of a kind, in most instances.
6. Select manipulative equipment for all areas of the program.
7. Help children keep an orderly room and playground.
   - a. Plan for sufficient storage - indoor and outdoor storage.
   - b. Have a place for each piece of equipment.
   - c. Begin the year with a few pieces of equipment in place and gradually add as children can learn **how** to use it and **where** to put it.
   - d. Teach children to put equipment in place when they are finished with it.
   - e. Give children a signal and time to put all equipment in place at the end of the session.
8. Guide the children in their development.
   - a. Encourage children who want to play but hesitate.
   - b. Give children additional equipment to add to their dramatic play as requested.
   - c. Make positive comments about what they are doing.
   - d. Put actions into words if language development is needed.
   - e. Encourage creative ways of playing with equipment.
   - f. Ask questions to expand their understanding of the activity.
   - g. Help 5's plan, carry out plans, and evaluate their activity.
9. Supervise the children while they play.
   - a. Have an adult there at all times.
   - b. Tell children the safety precautions for playing and give them reasons for these precautions.
   - c. Be sure children know the **limits** and **ground rules** while playing.
     1. The limits vary because of space, number of children, kinds of equipment, etc.
   - d. Settle problems only when children cannot settle them by themselves.

e. Keep all equipment in good repair.

f. Discard items that are no more safe for children.

D. Equipment

Criteria for Evaluating Equipment[7]

No list of criteria can be uniformly effective in evaluating specific items of equipment and supplies. Add criteria that apply to your particular children and school.

For what age levels is the item most suitable?

Is the material of which it is made suitable?

Is the size correct?

Is the form suitable for its use?

Is the color pleasing?

Is the surface easily cleaned?

Is the surface durable?

Is the article strong enough?

Are the edges rounded, not sharp?

Is paint nonpoisonous?

Is the article noninflammable?

Will the article withstand. . .
  weather conditions
  hard usage?

Can the article be used. . .
  for more than one purpose
  by more than one child?

Does the price compare favorably to similar articles by other manufacturers?

Is this item appropriate for school use?

Does the article stimulate in children. . .
  curiosity
  interest
  manipulation
  initiative
  resourcefulness
  problem-solving
  imagination
  creativity?

Does it develop. . .
  muscles
  coordination
  freedom of movement
  manual skills?

Does it promote growth toward. . .
  independence
  exploration
  group activity
  social relationships
  international relationships?

1. Blocks

   Blocks take number one priority in play equipment. Every room for young children needs an ample supply. Commercial blocks are a good investment since they last a lifetime. They can be made from scraps of wood, provided they are sanded to eliminate all splinters and rough edges. Large and smaller blocks are needed. Accessories encourage more kinds of dramatic play. Any idea can be reconstructed with blocks.

   Blocks give children an opportunity to develop motor control, perception, problem-solving, planning, and decision-making through individual and group play.

   a. Large hollow blocks — large enough to build a useful structure - plastic or wooden preferred, cardboard blocks are available.
   b. Solid unit floor blocks — 1 set, straight, circular and arched.
   c. Boards — 6-foot length.
   d. Accessories — wheels, airplane propeller; used auto parts — steering wheel, tires, hub-caps.
   e. Large Lincoln logs — notch poles (4′, 2′, 8″); combine with scrap lumber, bricks, tiles, etc.[8]

2. Balls

   Rubber balls — 10″ and 6″ size.
   Basketball hoop mounted waist high.
   Yarn ball or crushed paper inside nylon hose and shaped round for indoor use.
   Bean bags.
   Ice cream carton or other container for toss game.

3. Wheeled toys

   Triangle frames (2 with wheels, 2 without wheels), boards with cleats.
   Large pedal toys — tricycles, tractors.
   Ride-on truck.
   Wagons.
   Wheelbarrow.

4. Climbing and Balancing Equipment (Consider proper height for age of child).

   Rope ladder.

   Climbing rope.

   Climbing net.

   Simple climber.

   Light weight ladders (used vertically and horizontally), board, bridges, and saw horse.

   Rocking boat, steps when turned over.

   Pair of steps with boards.

   Large packing boxes, crates, barrels.

   Balance beam (use the 4" side and 2" end).

   Giant airplane inner tube (roll, jump, bounce).

   Bouncing board – 10' - 12' plank a few inches above the ground.

   Trampoline – fasten canvas duck over tractor tire.

   Stumps, blocks or posts, stools – various heights and widths arranged for stepping from one to the other.

   Rocker board – 3/4" outdoor plywood top with 2" x 10" rockers, braced underneath.

   Balance board – 16" square of wood with 5" x 5" x 2" block of wood fastened underneath – the smaller the block underneath, the more difficult to balance.

5. Indoor-outdoor large muscle equipment.

   Turning bar.

   Tumbling mat – old mattress or carpet samplers.

   Drag boxes – boxes with provision for pulling, large enough for children to sit.

   Individual jump ropes.

   Heavy knotted rope for swinging.

   Tire pump and inner tube.

   Punching bag – commercial or stuffed bag with paper, hung from rope.

   Saddle and sawhorse.

   Water play – container at standing height with utensils for floating, sinking, and pouring.

   Hoops.

   Lengths of rope for hitching wagons, etc.

   Rocking horse for 3's.

   Stick horses.

   Service station equipment.

6. Outdoor large muscle activities.

   Jumping pit – about 8" deep and 6' across, sawdust in the bottom of the pit.

- Large sewer pipe.
- Place to dig in the earth.
- Small hill for rolling.
- Trees for climbing.
- Fenced in area for animals.
- Area for garden with tools for gardening.
- Stream or wading pool.
- Outdoor stove.
- Sand inside a large tire, gravel at bottom for drainage – tools and toys for digging, pouring, mixing (may have sandbox indoors).
- Bodies of cars, jeeps, or boats – unsafe parts removed.
- Tires for rolling.
- Snow sculpture in season.

7. Dramatic Play.

   Home Center.

   - 4 chairs and table
   - 1 set unbreakable dishes
   - chest of drawers
   - bathinette
   - mirror
   - sink with pan for water
   - two telephones
   - rocker
   - carpet pieces or rug
   - work area for boys
   - dress-up clothes for boys and girls
     dresses, skirts, blouses, pants and shirts, shoes, accessories, purse and wallet, scarf and tie, jewelry, hats, etc.
   - bed – large enough and strong enough for a child
   - doll carriage, dolls and doll clothing
   - laundry set, large enough for real use
   - cupboard for dishes
   - cooking utensils
   - egg beater, spatula, bowl, scraper
   - iron and ironing board
   - refrigerator
   - stove
   - suitcase, small
   - play money
   - shoe polishing set

8. Housekeeping of Classroom and Home Center.

   (Select the size that children can handle).

   - wastebaskets
   - dustpan
   - sponges
   - scrub brush
   - carpet sweeper, if needed
   - glass cleaner in spray bottle and cloth
   - pushbroom
   - sponge mop
   - dust cloth
   - turpentine and soap
   - dust mop
   - hand brush

9. Manipulative Equipment (small muscle development, perception, etc.)
   - Puzzles — wooden, bright clear colors.
     - 4 to 8 pieces for three-year-olds.
     - 4 to 20 pieces for four- and five-year-olds.
   - Beads and bead strings — large and medium size.
   - Peg board and pegs — large and medium size.
   - Nest of boxes or cans.
   - Pounding sets.
   - Cardboard carton with hammer and nails.
   - Set of snaps, bolts, pegs and blocks
   - Push and pull toys for 3's
   - Construction sets — rig-a-jig, etc.
   - Color cone
   - Lock box

   For the following areas, see other chapters for list of equipment.
   - Woodworking — page 104
   - Science and the world of people — page 78
   - Nutrition and health — pages 43, 47, and 48
   - Art — page 102
   - Music — page 90
   - Language and communication — pages 141 and 146
   - Number relationships — page 162

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Starks, Esther B. **Blockbuilding.** American Association of Elementary-Kindergarten-Nursery Educators, NEA, 1960.

Learning Experiences —

Understanding The World

Wait, thou child of hope, for Time
shall teach thee all things.

—*Martin Farquhar Tupper*

20180

LEARNING EXPERIENCES – UNDERSTANDING THE WORLD

The world of nature and man's relationship to it are called science and social studies. Children can learn about man and nature by experiencing happy relationships in school and by discovering the world around them. Their world today is larger than the immediate community. Most activities, however, deal with the world and people they can observe.

To understand the world, the child must be guided to observe, think about, feel, solve problems and ask questions. He must discover, explore, and experiment. He *"learns by doing"* and experiencing. The child begins to learn how to learn, to try to find his own answers. The adult will provide activities and materials, and then give the child time to learn. Materials should be available so that the child can reconstruct his experiences through play.

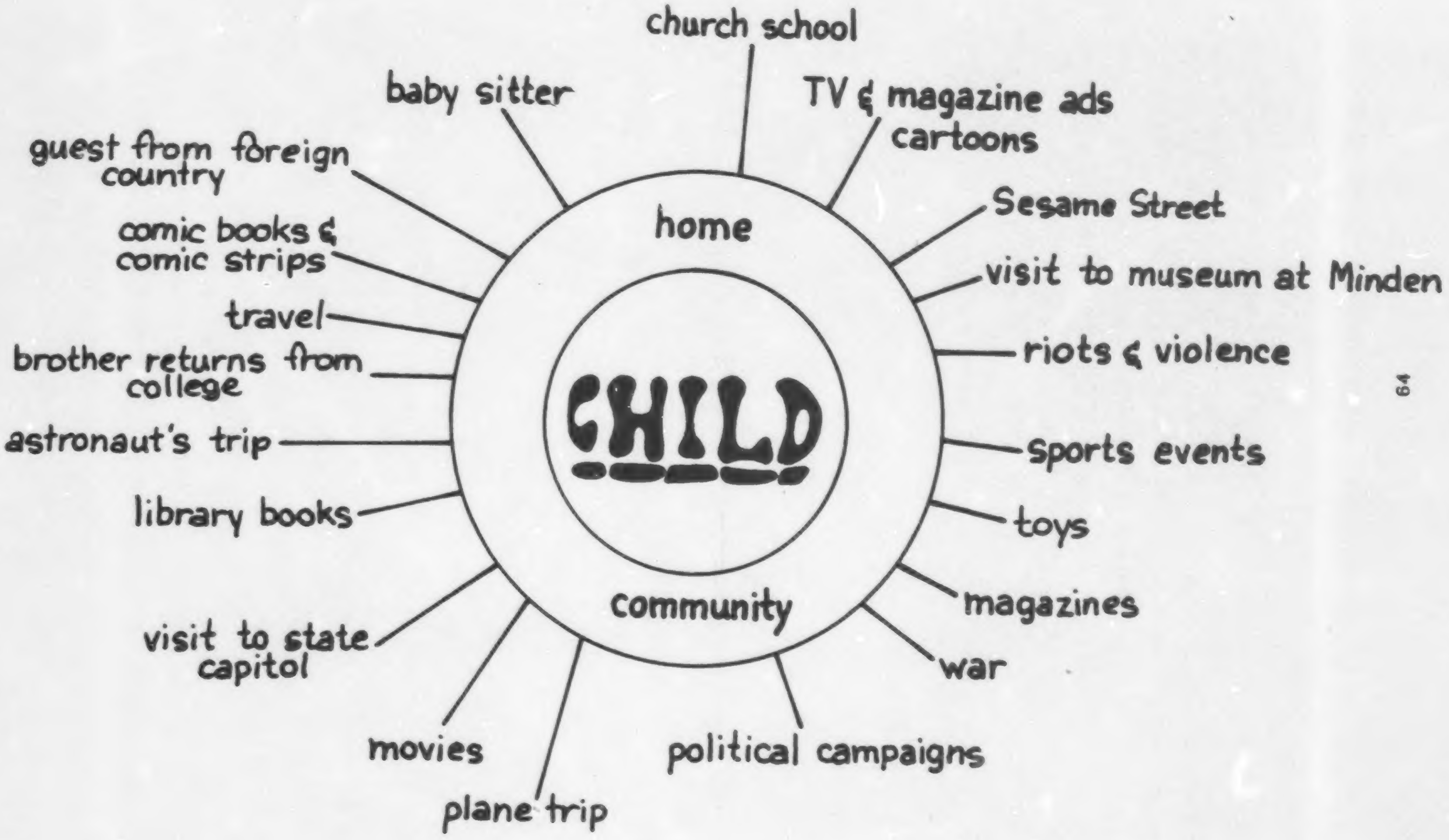
A. Outcomes

The children will:

1. Begin to understand the world and people around them.
2. Take an interest in the people, plants, animals, and world.
3. Enjoy the beauty and usefulness of the world and of man.
4. Use the earth and nature to preserve them.
5. Begin to use the problem-solving approach in life situations in school and at home.
6. Develop a scientific approach to learning through asking *"why"* and trying to find an answer.
7. Use the democratic values in their daily lives.

B. Ways to Learn About the World and People

1. Take field trips. See page 65.
2. Organize interest centers. See page 17.
3. Invite a resource person to visit with the children, show objects and pictures.
4. Plan together using the problem-solving approach. See page 67.
5. Use audio-visual media; as models, collections, films, filmstrips, objects, books, pictures. Local libraries, schools, museums or people may have these available. Preview before deciding if they are suitable.
6. Talk about incidents that affect children during the day.
    a. Reinforce good relationships (tell a child how good the other one feels because he did –––––––).
    b. Explain reasons for actions (why a safety rule is needed).


church school
baby sitter
TV & magazine ads
cartoons
guest from foreign country
Sesame Street
home
comic books & comic strips
visit to museum at Minden
travel
riots & violence
brother returns from college
CHILD
astronaut's trip
sports events
library books
toys
community
magazines
visit to state capitol
war
movies
political campaigns
plane trip

Influences on Children

7. Observe the natural world — the growth of a plant, habits of animals, children's reactions.
8. Live the democratic principles at school. See page 68.
9. Discuss the current events that relate to understandings children are developing. Put pictures of current events on the bulletin board.

C. Field Trips

Short field trips give children real experiences. These enlarge their world. They learn new words, feel the lamb's wool, hear the animals' talk, taste the fresh cut hay, smell the factory, and see the environment. They return to school to reconstruct their experience with blocks, paints, dramatic play, and games. Walking trips can be valuable learning experiences.

1. Planning a Field Trip.
    a. Set the purpose for the trip — the trip should help children understand and experience ideas they are having in school.
    b. Select a site for the field trip.
        1. Consider the length of time required for the age of children.
        2. Consider whether they have the background to understand the concepts.
        3. Consider whether they will have this experience with their parents.
        4. Consider whether the security of the child will be threatened by leaving school.
    c. Get permission from the principal — follow school policy.
    d. Get written permission from the parents — use a similar form.*
    e. Visit the place before taking the children.
        1. Note safety hazards.
        2. Visit with adults who will speak with the children.
        3. Note particularly the things that will fulfill the purpose of your trip.
    f. Arrange transportation — use the school bus or private cars.
        1. For private cars, check liability insurance, have an extra adult in each car.
        2. For 3-year-old children, plan one adult for every two children.

---

* ______________________________ has my permission to go on a field trip away from ____________________________. I understand that these

Name of Center

trips will be carefully planned and adequately supervised.

______________ ______________________________

Date *Parent's Signature*

        3. For 4 to 5-year-old children, plan two adults for every five or six children.
    g. Invite parents to assist.
        1. Select those whose participation does not overstimulate their child.
        2. Discuss the purpose of the trip, and the standards of behavior.
    h. Plan with the children.
        1. Talk about what they will see and learn.
        2. Talk about reasons for standards of behavior (listen to adult, sit in the car, wait for the group).
    i. Take the trip.
        1. Count the children before leaving and frequently during the trip.
    j. Evaluate the experience – use variety.
        1. Determine whether your purpose for the trip was accomplished by observing children's free expression, dramatic play, and their comments.

2. Suggestions.
    a. Take pictures.
        1. Concepts you wish to reinforce.
        2. Small groups of children on the field trip.
    b. Plan equipment in the interest center to encourage role-playing of the field trip; filmstrips, books, and pictures may be added.
    c. Take a part of the group on the field trip each day until all have participated, if adequate supervision is available for the other children.
    d. Relate as many areas of the program to the experience as fit – language development, number sense, sensory experiences, etc.

D. Learning Through Solving Problems

1. Steps to Follow and Examples.

a. Define the problem. –	The room is too hot.
b. Talk about all the ways to solve the problem. –	Turn down heat, open windows, go outdoors, go home, etc.
c. Talk about what would happen if each solution were used. –	There will be less heat when the heat is turned down. The room will cool off fast (or too fast) when the windows are opened, etc.
d. Choose the best way to solve the problem. –	Turn off the heat and go outdoors until it is cooler in the room.
e. Solve the problem by doing it. –	Do letter d.

E. Democratic Values are Learned by Living Them

Adults can help children live these values by:

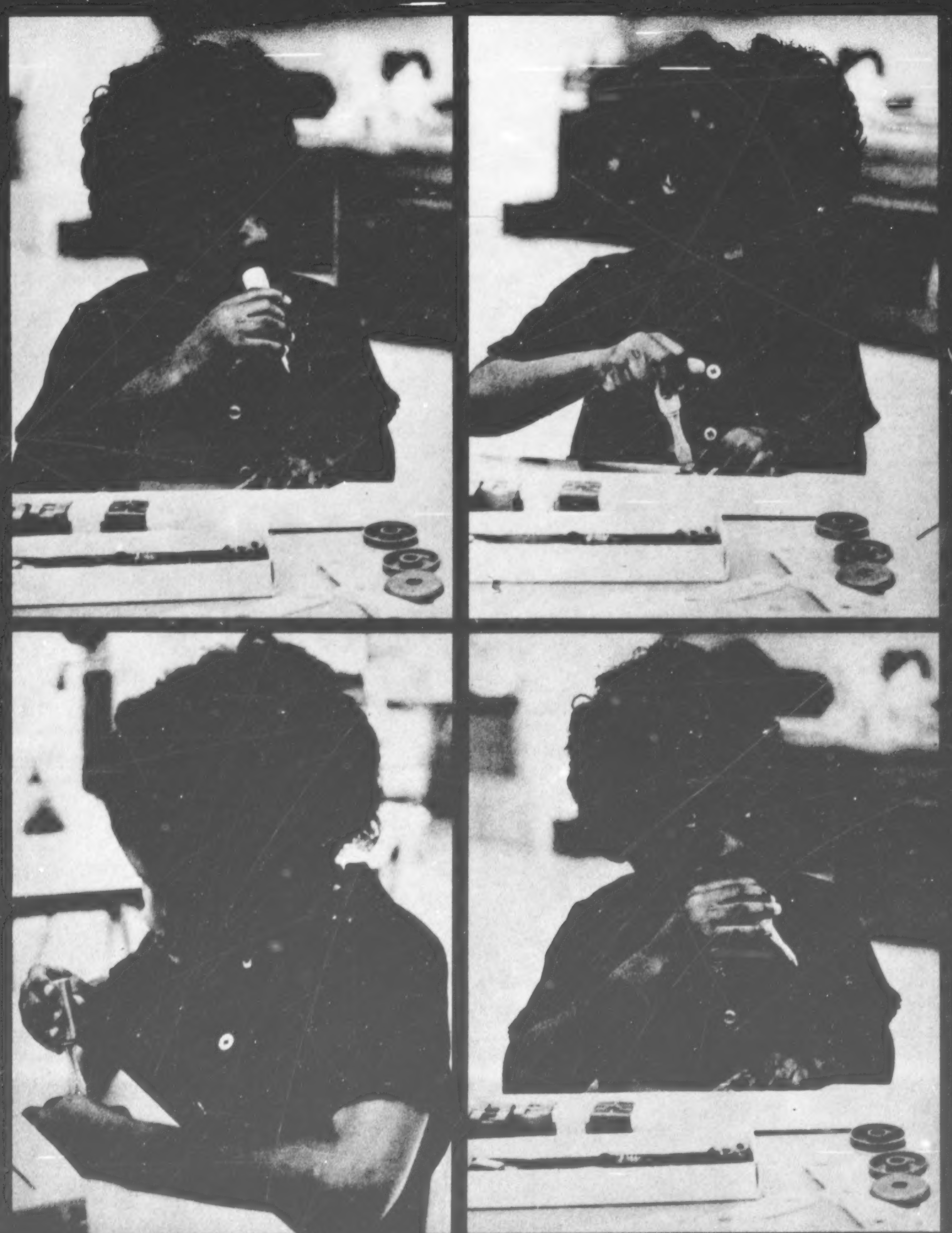
1. Respecting each individual child – accepting him.
2. Giving children freedom in school within limits.
3. Suggesting responsibilities they have toward each other.
4. Arranging for children to learn to work alone and together in small groups.
5. Giving children choices whenever possible.
6. Helping children accept and live by group decisions.
7. Having children share, take turns, and help each other in activities.
8. Being a model of showing consideration for others.
9. Being polite to each other, including "please, thank you, excuse me."
10. Saying nice things about what others have done.

F. Points Adults Need to Remember

1. Consider the differences in children when planning the topics.
    a. They will benefit according to their maturity, interest, and the background experiences they bring to the experience.
2. Plan the sequence for the year in advance.
    a. Select with the knowledge of your children and their interests in mind.
    b. Select according to what is available in your community.
    c. For the three-year-olds, the programs will be mainly home and family relationships, their pets and common plants.
3. Be flexible and change your plans when an unexpected *"happening"* makes a good learning experience.
    a. Examples: watch someone repairing something, new construction, a pet that was brought to school, a resource person who is visiting.
4. Develop new interests as well as expand interests children bring with them.
5. Create a climate that makes **observing** a learning experience.
    a. Children need to talk about what they see and experience, to express their ideas in the arts if they wish, and to ask questions to interpret what they see.

G. Learning Experience to Understand the World[9]

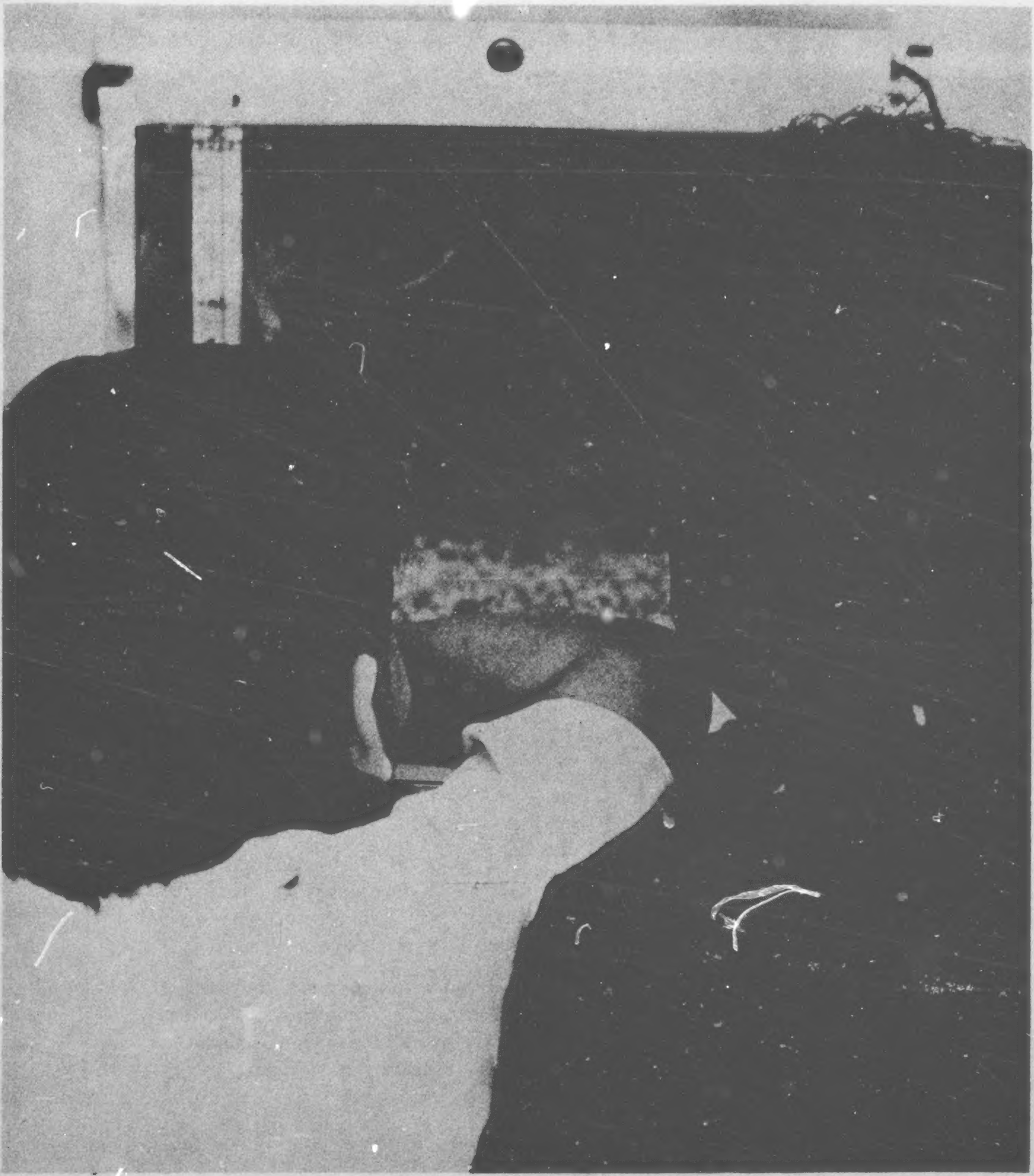
1. Topics are suggested. You will think of others. Select those that have meaning for your group of children. Not all topics will be used each year.
2. The three-year-olds will be mainly concerned with home and family activities. Incidents in the community may also capture the interest of the threes.



3. The World of People – Social Studies.

a. Home and Family Living.	Roles of father, mother, children. Changes in people as they grow. Fun the family enjoys together. Help family members give each other. Reasons family members are cross at times. Need for love and help to family and grandparents.
b. Some Businesses in the Community and the Kind of Work the People do.	Supermarket, department store, drug store, farm or ranch, trucking, construction company, restaurants, barber shop, beauty shop, laundromat, cleaners, shoe repair shop.
c. Services Available in the Community.	Services for communication – post office, newspaper, telephone, TV repair shop. Services for transportation – garage, gas station, bus, train, and air stations, freight depots, streets. Services for protection – police, fire. Services for the home – water, electricity, sewage, garbage collection. Services for learning – school, library, cultural events, church. Services for health – hospital, public health, clinic, doctor, dentist. Services for recreation – parks, recreation programs, recreation centers, swimming pools.
d. Our Responsibility to the People and Places in our Community.	Follow the traffic and safety laws. Take care of public property. Stay off private property (lawns, etc.) Be kind and polite to people who serve us.
e. Our Own Needs are Provided.	Fathers and Mothers work. They buy food, clothes, housing. They spend money to keep us healthy, to help us learn, to have fun.
f. Communities Help Each Other.	What is brought to our community. What our community makes and takes to others.

g. People are More Alike than Different.	How all people are alike — clothing, language, games, etc. How people like different things — colors, cars, churches, etc. How backgrounds of people influence their lives — appreciate and enjoy music, art, foods, traditions of people of different ethnic backgrounds.
h. Patriotic and National Holidays.	Children's birthdays. Halloween, Thanksgiving, Christmas, New Year, Lincoln's and Washington's birthdays, Valentine's Day, Easter, holidays observed by ethnic groups in your community.
4. The World of Nature — Science	Procedures
a. Animals **How they** are different get food breathe move use their senses	Arrange to have different animals and insects available for observation during different times of the year. Take trips to see others. Share observations. Have them learn responsibility by caring for them.
b. Plants **How they** start to grow grow get food send down roots use light bud and bloom produce seeds are different	Arrange to grow different types of plants. Observe the growth patterns, shapes, size, etc. Keep picture charts of some changes. Compare them. Have children take care of them. Observe plants outdoors.
c. Earth What kinds we can see in our community — rocks land and water soil erosion plants	Take walking trips to places that are examples of earth formations. Relate sensory experiences to the experience. Make a collection of rocks.



d. Sky Why the sun, moon, and air are needed. How man goes into space. Why we hear about pollution.	Observe the sky at different times of the day and in different seasons. Let children experience the effect on themselves of a hot sun, strong wind, etc. Use current events about space and pollution. Plan ways to decrease pollution.
e. Weather How seasons affect moisture – rain, snow, hail. How clouds are different. Why weather forecasts are given.	Observe weather in different seasons. Watch the different kinds of clouds. Compare the weather forecast with the actual weather.
f. Solids and Liquids How some solids stay the same. How some solids change. What kinds of liquids we use. How some liquids change.	Show what happens when solids are heated, dropped, hit. Experiment with how liquids can be changed, poured, mixed, measured.
g. Electricity How it gives us light, heat, and power.	Have older children demonstrate how electricity is made. Talk about how it helps our living, safety habits.
h. Chemical Changes How rusting, tarnish, cooking and bleaching changes things.	Examine things that are rusty, tarnished, cooked, and bleached. Experiment with cleaning off rust and tarnish. Compare the same food – raw and cooked. Eat it raw for a snack one day, and cooked the next. Cook it at school.
i. Sound How sounds are different in pitch and loudness.	Tap all kinds of objects to discover the differences in sound – wood, metal, paper, glass, etc. Guess what makes a certain sound. Describe the sounds.
j. Tools and Machinery How to use and respect them.	Visit places where tools and machinery are used. Watch them work. Talk about safety habits. Use some tools at school. Listen to the sounds they make.

What to remember about – kitchen tools and machines, woodworking tools and machines, gardening tools and machines, big machinery	
How simple machines help us – lever wheel inclined plane pulley	Make the simple machines from blocks or scrap wood to use in school. Older children can help. Observe real ones being used. Talk about how the machine helps man.

H. Science Generalizations Necessary for Safety[10]

1. People and other animals must have air at all times.
   a. Keep out of chests, refrigerators, or airtight small rooms.
   b. Keep the neck free from ropes or anything that might squeeze it.
   c. Keep away from gas or anything else that might prevent getting air to breathe.
   d. When swimming, put the nose out of water to get breaths of air.
2. Moving cars, tricycles, and other vehicles need time before they can stop.
   a. Keep out of the way of cars.
   b. Stop at the curb to look and listen for cars before crossing the street.
3. Ice floats on water.
   a. It takes days of continued cold weather to make ice thick enough for sliding or skating.
4. Before stepping on a loose rock, thin ice, or other dangerous object, put weight on it carefully, ready to jump back to a safe place.
5. Electricity in a broken power line or in an electric socket can hurt people.
6. Guns should be pointed at targets, not at people.
7. Some plants are poisonous.
   a. Eat only those plants served at meals.
8. Some animals are poisonous.
   a. Avoid them and the places they live.
9. Medicine, strong cleaning agents, and poisons are for adults to use.

10. Before eating, wash hands with soap and rinse them well with water.
11. Fire can be controlled by a fine spray of water or chemicals.
12. Storms and other kinds of weather can be predicted.

I. Other Activities

1. Collect pairs of things – one old, the other new. Shoes, crayon, pencil, box of cookies, toy, etc.
    a. Talk about which came first, how you can decide which one is old, what made it old.
    b. Sort the items.
2. Collect shoes – one pair each for a man, woman, child, teenager, or from different countries.
    a. Use them to talk about who wears them, of what they are made, how they are made.
    b. Teach size, shape, color, likenesses and differences.
3. Do a cooking activity with a small group. Combine many parts of the program.
    a. Let the children watch you print the recipe.
    b. Have them help you measure, mix, and cook the food.
    c. Eat it when it is finished.
    d. Have children talk about the ingredients, what they are, where they grew, how they taste separately, what they look like, etc.

    Children are learning language, readiness to read, science, social studies, and numbers. Used by the Follow Through Program in Lincoln, Tucson model.
4. Arrange for fathers to talk to the children about their work.
    a. Have them bring things they use or demonstrate a part of their work.
    b. Visit the place where they work.
5. Learn about use of symbols and spatial relationships through maps.
    a. Lay a piece of paper on the floor.
    b. Draw a map of the room.
    c. Later draw a map of the school yard, and of a walking trip.
    d. Look at road maps.
6. Compare the life of parents when they were boys and girls and children of today by bringing clothing, toys, pictures of automobiles, and other items of then and now.
    a. Talk about the changes and how these effect our lives.

7. Go on a walking trip.
    a. Have each child collect things from nature for a collage.
    b. Try to identify and compare the items in the collections.
    c. Make the collages.
8. Follow the sequence of a product (food, for example) from the field, to the factory or processing plant, to the store, to the school, to the child's snack.
    a. Talk about the interdependence of many people to make it possible for us to eat the food.
9. Plant a garden of vegetables and flowers.
    a. Involve the children in helping with the planting, watering, hoeing, and picking. Hopefully, the food can be used for snack and lunch time and the flowers to beautify the room.

J. Equipment

Costumes for role playing.
Hats and other equipment representing different occupations.
Blocks and boards
Dolls and doll clothes of all ethnic groups.
Dolls of a family and community workers.
Camera
Farm set and city set.
Cash register
Transportation toys – such as wooden airplane, ambulance, boat, car, crane, dump truck, fire truck, police car, truck.
Hose – about 3 feet.
Animals – wooden or rubber.
Cage for animals (removable bottom) and jars for insects.
Animals to observe: turtle, toad, frog, flies, worm, fish, rabbit, gerbil, bird, guinea pig, hamster, duck, chicken.
Jars, cups, and containers for plants.
Plants to grow: beans, lima beans, mustard, radishes, grass, leafy plants as coleus, sweet potato in jar, carrot and beets cut to 1 inch with leaves.
Nature items children bring – shells, stones, seeds, leaves, bark from tree, wood, cocoon, insects, bird nest.
Garden tools
Globe
Maps
Locks and keys
Compass
Magnifier – one on stand preferred.
Magnifying glass
Magnets (bar, U) and a collection of things that will stick and some that will not.
Seeds and bulbs
Aquarium – filter and pump desirable.
Terrarium
Thermometers – indoor, outdoor.
Watering can
Access to incubator.
Balance scale
Plumber pipes
Electric bells and batteries.
Worn-out clock and other used items to take apart and put together.
Tape recorder

More Information:

Foster, J. and N. Headley. **Education in the Kindergarten.** American Book Company, 1966. Chapters 5, 7, 10, 19, 20.

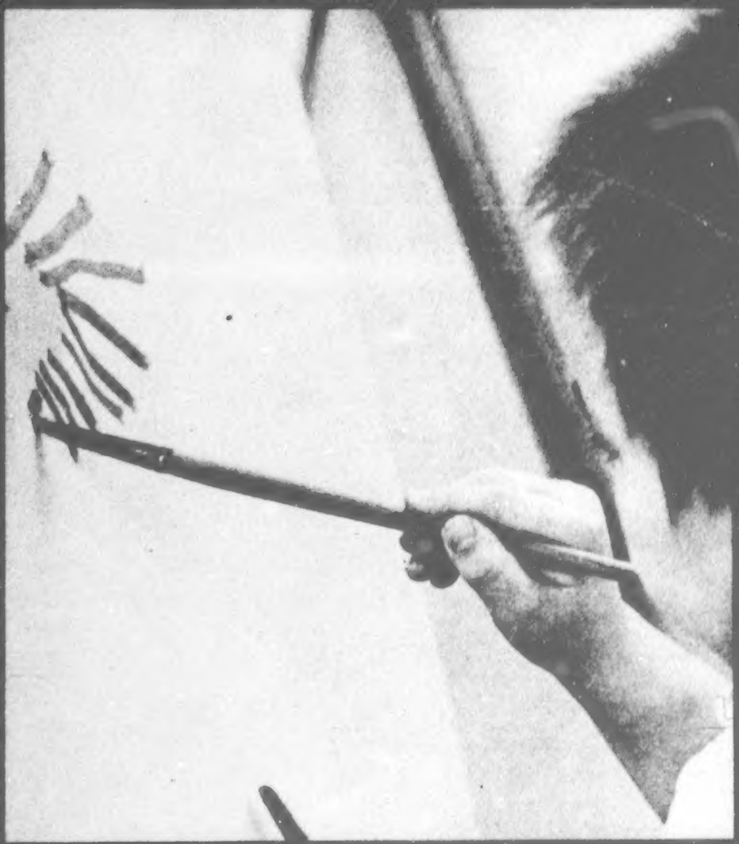
Heffernan, Helen and V. Todd. **The Kindergarten Teacher.** D. C. Heath, 1960. Chapters 3, 8, 9.

Hollander, H. C. **Portable Workshop for Pre-School Teachers.** Doubleday, 1966. "People, Places, and Things."

Learning Experiences —

The Expressive Arts

> *Education should be as gradual as the moonrise, perceptible not in progress but in result.*
>
> *—George John Whyte —Melville*



USA

LEARNING EXPERIENCES – THE EXPRESSIVE ARTS

Children have many ideas and feelings to express. They are creative when they can express them freely in **their own way**. The expressive arts as used in this publication are music, art, creative dramatics, and movement exploration. All of the arts should give each child a chance to develop self-awareness through expressing himself in a way that is satisfying to him.

A. Experiences that Encourage Creativity

1. A child who is free to touch, observe, explore, discover, form and invent will likewise be spontaneous in expressing his curiosity, imagination, and independence.
2. A child who sees a creative teacher – one who is **open** and **flexible**, will *"catch"* the spirit of self-expression.
3. A child who experiments often with materials and movement, will develop a basic understanding of the qualities of the material or movement and will see new avenues for creative adventure.
4. A child who is guided to discover a solution to a problem, rather than being told, will be more apt to remember because of the thrill of discovery and creation.
5. A child whose work and efforts are accepted warmly, regardless of the result, will be stimulated to express other ideas in ways new to him.
6. A child who works in an informal relaxed atmosphere will feel more free to express **how he feels.**

B. Creative Areas and Activities

The zone areas and daily activities may be evaluated with the following guidelines. Each area of activity:

—stimulates observation and self-expression
—helps meet basic needs
    recognition
    security
    new experiences - discovery
—builds self-confidence
—provides an emotional outlet
—provides enjoyment at any age

More Information:

Burton, William H. and H. Heffernan. **The Step Beyond: Creativity.** American Association of Elementary-Kindergarten-Nursery Educators, NEA, 1964.

(continued on page 85.)

Henry, Mabel W. **Creative Experiences in Oral Language.** National Council of Teachers of English, 1967.

Scott, Louise B., M. E. May and M. S. Shaw. **Puppets for All Grades.** F. A. Owen, 1960.

Silverblatt, Iris M. **Creative Activities.** A manual for teachers of pre-school children. 1964. (Art, science, music, woodworking, dramatic play, stories, water play) Creative Activities. P.O. Box 16005, Cincinnati, Ohio 45216.

Music

Music and rhythm are part of many daily activities. Children sing while playing, hum as they work, and beat out rhythms. A varied program gives children an opportunity to sing, listen, move with the music, and create their own music. The adult, who observes that children are losing interest in a group music activity, will discontinue it.

A. Outcomes

1. Enjoys singing simple songs.
2. Enjoys listening to different kinds of music.
3. Moves rhythmically.
4. Creates songs and rhythms.
5. Uses music spontaneously many times during the day.

B. Music Developmental Sequence

From	To
1. Listening to others	Singing with others and alone.
2. Listening incidentally	Listening for a longer period of time; identifying instruments, volume and rhythm, and responding to music.
3. Making random movements	Adjusting bodily movements to music.
4. Creating sounds as he plays	Making up a song individually or in a group.

C. Singing

1. Introducing Songs.
   a. Expose the children to the song by singing it on different days as they listen.

   b. Sing the song slowly and distinctly.
   c. Gradually children will *"chime in"* on parts of the song, and then will join in singing the entire song.
   d. Let the children sing the song without the adult, when they know it.
   e. Children may respond with bodily movement or with an instrument.
   f. Children may suggest substituting other words.
   g. Singing on pitch may be encouraged by calling children by their names, using a simple music pattern.
   h. A child may ask to sing the song alone.

2. Selecting Songs.
   a. The topic and words should make sense to the children. Children like folk songs, nursery rhymes, songs about themselves, things around them, and songs that use their names.
   b. Begin with short simple songs and gradually increase the difficulty.
   c. Melody lines are simple and singable.
   d. Songs will have a marked regular rhythm.
   e. The child's voice range seems to be most comfortable between middle D and the octave above it.

3. Working with children.
   a. Work with a small group of interested children and at times encourage all children to participate.
   b. Encourage children to participate in music activities but do not insist on it.
   c. Have a relaxed, pleasant atmosphere so the children experience a happy music time.
   d. Be alert to creative efforts and repeat them for the children later in the day.
   e. Provide time for children to choose and enjoy the music they have learned.
   f. Accept each child's level of achievement as his best effort.
   g. Encourage voices that are light and not too loud.

D. Listening

Small children should be *"involved"* in every possible appropriate way as they listen. They are not *"quiet"* audiences by preference or nature. They learn listening too by *"doing."* Ways to *"involve"* very young listeners:

> Rise and fall of melody and phrases can be shown by arm movements.
>
> *"Tipping"* (fingers touching rhythmically) gives the feel of rhythm and accent.

Classroom instruments can *"point up"* recurring melodic and rhythmic patterns.

Melodies can be sung or hummed.

The mood may be dramatized.

1. Ways to Stimulate Listening.
   - a. Help children understand and enjoy music.
   - b. Make children conscious of differences in sounds.
   - c. Use recordings and *"live"* music (children, teenagers, and people from the community).
   - d. Select music that you enjoy.
   - e. Plan short listening periods when a group of children are in the mood.
   - f. Have recordings available in the listening center during free choice activities.
   - g. Use as many senses as possible in enjoying the music.
2. Introducing Music for Listening.

   Give the children a purpose for listening.
   - a. May be a story or picture suggested by the music.
   - b. May be an outstanding characteristic, as —
     - an instrument
     - strong accent
     - melody that is repeated
     - high-low
     - loud-soft
     - fast-slow
   - c. May suggest an expression.
     - painting
     - poem or story
     - movement or dance
     - dramatization
   - d. Listen to the selection.
   - e. Provide an opportunity to *"make a friend"* of the selection by hearing it often.

E. Responding Rhythmically

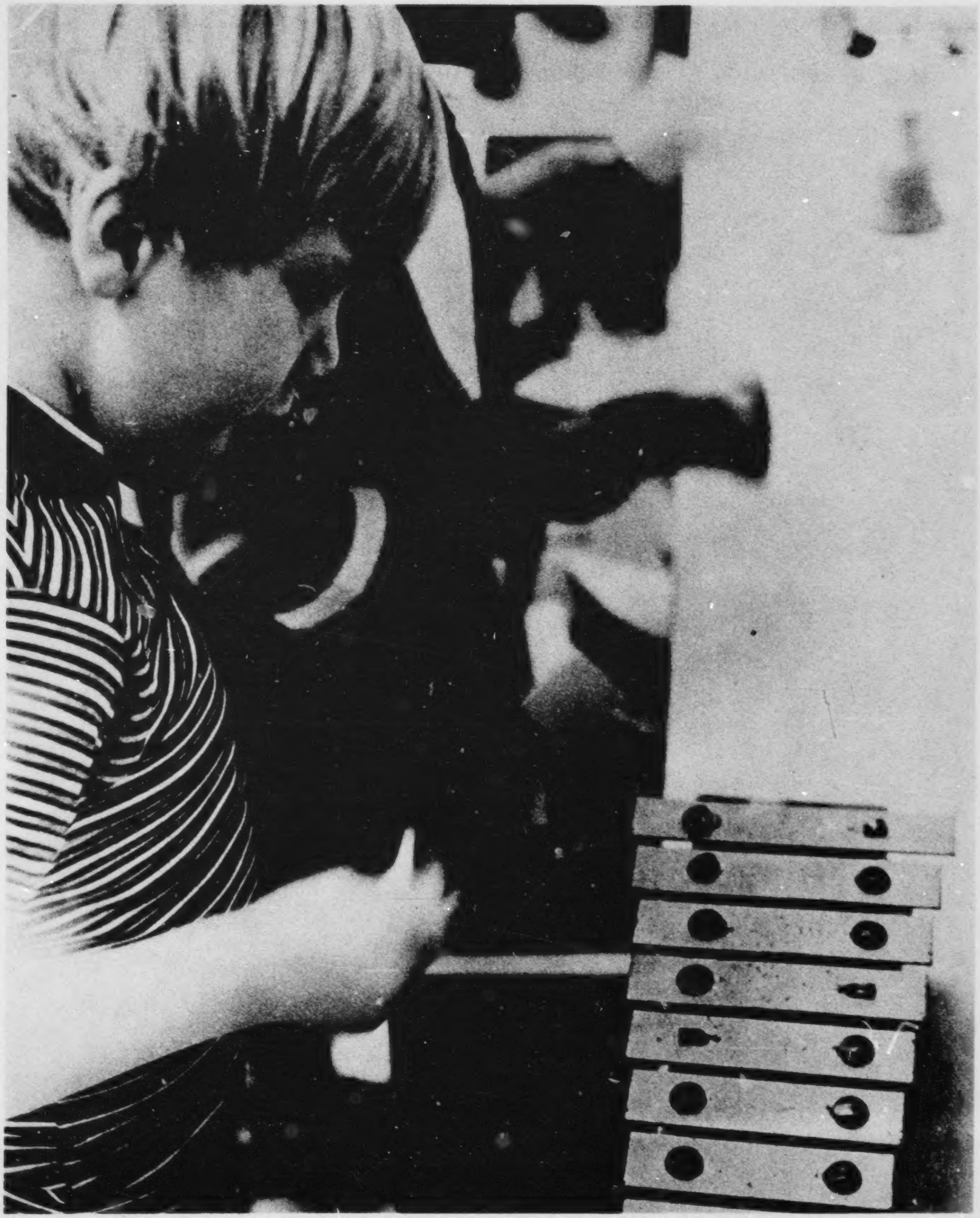
1. Preparing for group rhythms.
   - a. Check room for temperature and fresh air.
   - b. Have ample floor space, remove distracting objects.

    - c. Have all properties ready, including an instrument to accompany rhythms.
    - d. Plan for a time when children are rested.

2. Remembering ground rules (large and small groups).
    - a. Find a spot that will not interfere with another child.
    - b. All children move in the same direction.
    - c. Movement stops when the music stops.
3. Enjoying rhythms together.
    - a. Children will have many experiences with free movement and music.
    - b. Follow the children's moods and patterns with rhythm.
    - c. Observe rhythm patterns in painting, hammering, block-building, etc.
    - d. Play these rhythm patterns.
    - e. When the children who are interested have gathered, explain where the rhythms come from.
    - f. Play strongly accented four-four time music. Some children will respond. Encourage others to respond.
    - g. Children may suggest other movements to the same rhythm (walk, tap feet, swing arms, etc.). Accompany with music.
    - h. Repeat the rhythm without the music (clapping, for example).
    - i. Substitute rhythm instruments for bodily movements.
    - j. Children may create their own rhythms, repeated by the group.
    - k. Children may suggest adding bodily or instrumental movement to familiar songs.
4. Basic Movements.
    - a. Suggest movements that children have not used.
    - b. Use a variety of movements, using different parts of the body.
    - c. Movement through space – walk, run, march, tiptoe, skip, gallop, leap.
    - d. Movement in one place – rock, sway, bend.
    - e. Movement using hands and feet – clap, slap thighs or knees, stamp feet on floor, snap fingers.
    - f. Vocal sounds – grunt, click, hiss, speech patterns.
5. Changing Basic Movement.

   Movement can be changed by the suggestions that follow. A walk may be slow or fast, backward or forward, or heavy or light. Many combinations of these qualities are possible.

(continued on page 90.)



Movement may be:

fast or slow
heavy or light
toward a particular spot or area
high (tiptoe) or low (crouched on floor)
backward, forward, or sideways
smooth and low, jerky, limp or floppy
moving in straight lines, slanting lines, squares, or circles

F. Creating Music and Rhythms

Adults pick up one-line original songs or simple rhythms that children create in their play, and repeat these to the children. Recognition of these creative efforts will encourage more experimentation. Children will also suggest different words to music, or different music to words, or different rhythm patterns. If these suggestions are accepted with approval, children will be encouraged to make other suggestions. A climate or acceptance and approval motivates creativity.

G. Equipment

1. Phonograph and records (portable, three speeds, headphone jack).
2. Keyboard instrument.
   a. Piano and bench or miniature portable organ, or other accompaniment instrument.
   b. Tone bars, bells, or xylophone for experimentations.
   c. Scale of bottles of water or pipe lengths tied to a rod may be used.
3. Access to autoharp or guitar.
4. Rhythm instruments.

   Bells, cymbals, jingle clog, maracas, drums, sand block, tambourines, tom-tom, wood block, triangles, sticks

   a. Select instruments for pleasant tone and durability.
   b. Preferred mallet tips are padded or made of rubber or lambswool.
   c. Scarves, hoops, crepe paper streamers — to encourage free feeling of rhythmic movement.

Rhythm Instruments	**Homemade Instruments**
conga drums, bongos	oatmeal boxes
cymbals, finger cymbals	pie tins, lids, etc.
jingle clogs	bottle caps loosely nailed to a stick
maracas	small cans filled with gravel
rhythm sticks	18-inch lengths of doweling, serrated
sand blocks	sandpaper on blocks of wood

(continued on next page.)

snare drum	washboard
tambourines	pie tins with bottle caps attached
tom-tom	large can with stretched rubber cover
tone blocks wood blocks	resonant blocks of wood or metal
triangle	large nail suspended on string

More Information:

Children's Music Center, 5373 West Pico Blvd., Los Angeles, 90019. Catalog on records, books, and instruments for early childhood education.

Foster, J. and N. E. Headley. **Education in the Kindergarten.** American Book Company, 1966, Chapters 14 and 15.

Music Guide for Nebraska's Elementary Schools. Nebraska State Department of Education, 1968.

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Wylie, Joanne (ed.) **A Creative Guide for Preschool Teachers.** Western Publishing, 1965. Section on music.

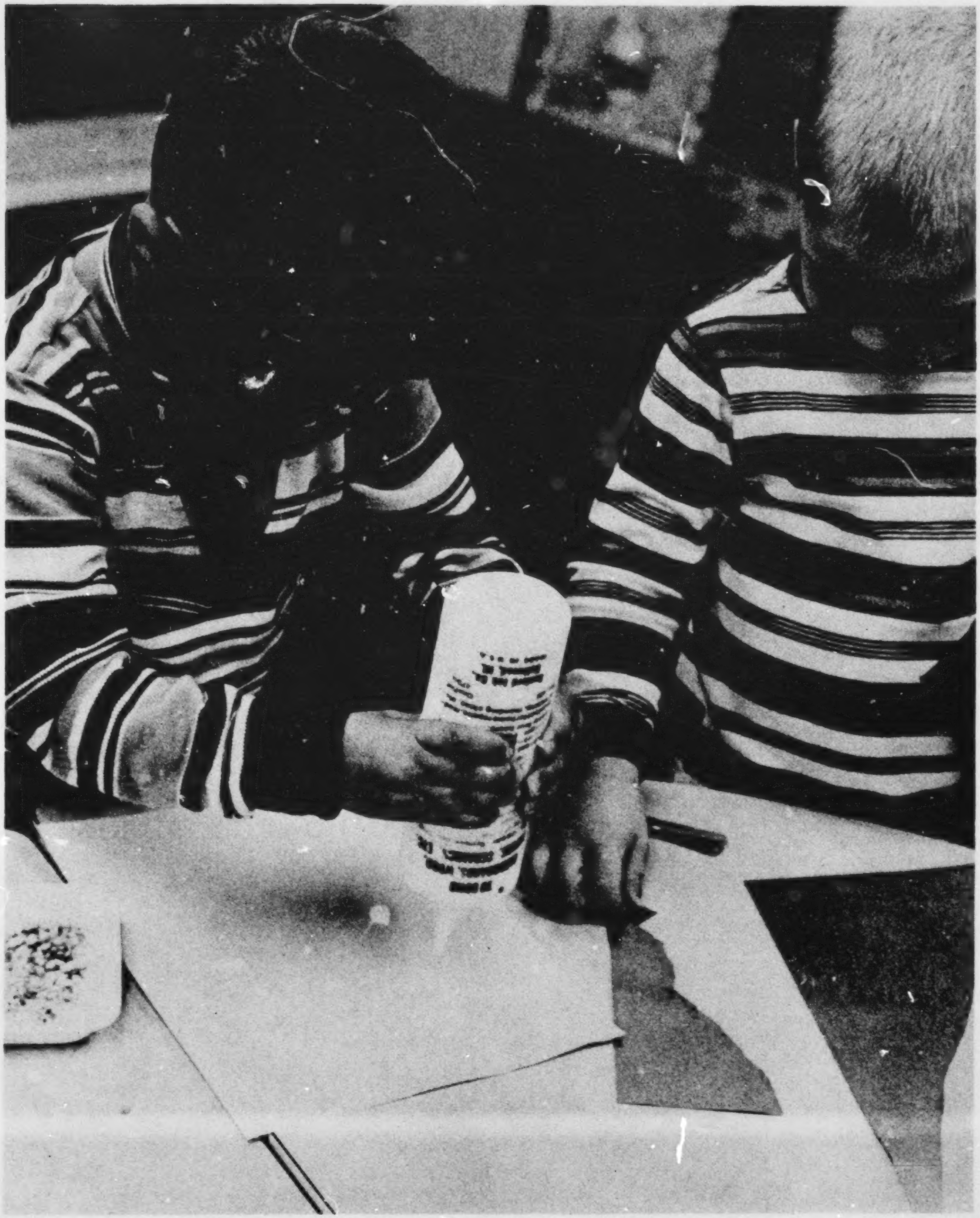
Art

Young children have many thoughts and ideas. Helen Heffernan tells us that children will express these ideas if they have a chance to experiment with a variety of art media, and if they work in a physical and social environment that accepts **their** art. The adult who accepts the child's efforts, who recognizes his level of development, and who does not set adult standards for the child's art, will free the child to grow in how he expresses his view of the world through art.

A. Outcomes

Children will:

1. Know how to use art media.
2. Enjoy experimenting with art media.
3. Be sensitive to things they feel, see, hear, taste, smell.
4. Develop large muscles through working large.
5. Like to *"read"* the story or the mood shown in pictures.
6. Make simple, imaginative art work.



B. Developmental Sequence

From (1) manipulation and experimentation to (2) symbolism to (3) representation.

Manipulation	1. Child will scribble and explore through muscular activity and his senses.
Symbolism	2. Child will make circular shapes and other forms, develop some motor control, and will tell stories about the forms.
Representation	3. Child will create forms that represent his view of the world.

C. Role of the Adult

The adult will –

1. Have the media available daily for children after they know how to use it.
2. Allow the children to choose the **media** or activity, to choose **what** they want to create, and **how** they wish to make it.
3. Work with a small group of children when involved in a messy activity that requires supervision while the other children are engaged in activities they can do without supervision.
4. Give children time, space, and materials to explore and experiment with all of their senses (hear, feel, taste, see, smell).
5. Show children the routines of getting ready to use the media, and of cleaning up and putting everything in its place.
6. Know that many children are working on the first two developmental levels.
7. Interpret the child's developmental level to the parents.
8. Know that the value is in the process of creating rather than in the finished product.

D. Basic Check Points in Evaluating Children's Art Growth As Seen in Children's Pictures[11]

1. Age: 2-4

   Stage: Scribbling

   Signs of Art Growth:

   a. Does the child follow typical scribbling sequences as described in this chapter?

   b. Does the child enjoy scribbling?

c. Are the scribbles vigorous and forceful?
(This indicates emotional and physical growth.)

d. Are the lines distributed over the entire paper?
(This indicates emotional and aesthetic growth.)

e. Does the child work independently?
(This means he is more creative.)

f. Can the child control his motions?
(This indicates muscular coordination.)

g. Do the lines change in intensity and direction?
(This indicates flexibility.)

h. Does the child concentrate when he scribbles?

2. Age: 4-8

Stage: Symbol

Signs of Art Growth:

a. Does the child draw simple, geometric figures?

b. Does he exaggerate important parts?

c. Do his drawings indicate many details?
(nostrils, eyelashes, fingers, toes, etc.)

d. Is there evidence of improvement in his images for figures, trees, houses, flowers and animals?

e. Is the drawing distributed over the whole paper?

f. Does the child employ decoration in his work?

g. Is there evidence of balance?

h. Does the child use many colors?

i. Does he use more than one value of the same color?

j. Are distant objects drawn smaller?

k. Does the child work carefully?

l. Does he finish his work?

m. Does the work indicate original ideas?

n. Is the child imaginative?

o. Does the child indicate textures by making contrasting surface treatments?

E. Appreciation of Art

1. A young child enjoys looking at objects and handling them.
2. He enjoys and reads a picture before he reads words.

3. Interest is indicated by:
    a. A comment or a return to the object or picture.
    b. Bringing colored leaves, flowers, and stones.
4. The adult can stimulate sensitivity to beauty by:
    a. Approving with a smile or comment what a child brings.
    b. Permitting the child to decide what is pleasing to him.
    c. Having beauty in the room – pictures, objects, nature.

F. Check Points for the Teacher[12]

Good art teaching is most dependent on the strength of those who teach it. At the classroom level this includes both teachers and parents. Here are some suggestions to help those who are beginning to teach art to children:

Suggested Do's:

1. Encourage the child always to do his own work.
2. Exhibit all the children's work. Do not favor the *"talented ones."*
3. Teach the child to be independent.
4. Encourage the children to be original and inventive.
5. Encourage the children always to finish their work.
6. Encourage the children to talk about their work.
7. Provide ample time and opportunity to engage in art.
8. Encourage children to be observant and aware.
9. Teach children to care for materials.
10. Teach children to concentrate on their thinking and feeling.
11. Encourage children to be imaginative.
12. Encourage children to experiment with materials.
13. Utilize visual aids to strengthen your teaching.
14. Always motivate with specific objectives in mind.
15. Encourage the child to think in new directions.

Suggested Don'ts:

1. Do not teach indoctrinary techniques which force all children to do the exact same thing.
2. Do not use pattern books, dittos or hectographed materials.
3. Do not express fears about attempting original work.
4. Do not create the notion that art is busy work or *"playtime."*
5. Do not give children art materials and tell them to make *"anything they would like."* Very few are *"self-motivated."*

6. Do not use imitative methods such as copying, tracing.
7. Do not impose adult standards on the child.
8. Do not expect children always to do beautiful pictures.
9. Do not compare children's art work.
10. Do not be overly critical of children's art work. Mistakes are a necessary part of learning.
11. Do not discriminate by favoring certain children.
12. Do not use the same materials repeatedly.
13. Do not use only one size paper.
14. Do not limit art lessons to occasional fill-ins on the schedule.

G. Art Activities

Activity	Media and Material	Procedures
Painting	Tempera, fingerpaint, water, sand, watercolor, soap.	Mix about 2 parts dry paint and one water. Fill the container 1/3 full. Two or three colors are provided at a time for younger children. Free expression.
Drawing	Crayon, felt pen (washable), soft pencil, chalk, charcoal, oil base pastels.	Free exploration with large materials and large movements. No requirements for coloring within lines.
Modeling	Clay (plasticene and hardening), play dough, snow, moist sand, salt dough, sawdust and wheat paste. Toys for sand play.	Experimentation with form. Shape with hands, pull and push clay for legs, heads, etc. May use rollers, flat sticks, or cookie cutters but direct manipulation is most valuable. May paint hardening clay. Children do not need models.

(continued on next page.)

Activity	Media and Material	Procedures
Pasting, Cutting, Tearing	Commercial or home-made paste, scissors that cut, variety of kinds of paper, collage materials.	Demonstrate the concept of why and how to paste, cut and tear. Provide time for children to cut or draw and cut, tear and paste their figures on a background, in a box, lid, etc.
Printing	Objects that have interesting shapes when cut or sliced – carrots, green peppers, potatoes, lemons, sponge, cardboard strips, keys, spools, sticks, etc. Tempera paint pad. Paper on which to print.	Make a stamp pad soaking several layers of paper towels or heavy cloth in a container with thick tempera paint. Dip object in paint. Print on paper or old sheets. Make design using different shapes and colors.
Sculpturing	Bases for 3-dimensional figures are potatoes, plasticine clay, play-doh, soap, small boxes, styrofoam. Use straws, toothpicks, wire, yarn, pipe cleaners, paper, nut cups to attach to base.	Children may select a base and any kinds of objects to attach. They may need help in figuring out how to attach objects. Children may make anything they wish. Plastic-coated wire can be twisted into shapes and attached to a base. Children may use colored paper strips to make 3-dimensional figures.
Constructing with wood	Wood, nails, hammer, saw, screwdriver, pieces of inner tube, spools, etc.	Demonstrate safe use of tools. Supervise closely. Work with one or two children at a time.
Constructing with blocks	Large hollow blocks – wood or plastic. Unit floor blocks. Various construction sets of wood and plastic.	Provide space to build – structures become more elaborate as children develop. Allow structure to remain when desired.

(continued on next page.)

Activity	Media and Material	Procedures
Creating with flannel board	Flannel boards. Assorted figures of felt or flannel in many colors — geometric shapes, fruit, animals, other objects.	Place flannelboard on child's level. Children arrange shapes as desired.
Playing with water	Large basin not easily tipped over, plastic aprons, large paint brushes, utensils for pouring and objects for floating and squeezing.	Paint sidewalk, boards, side of a building. Squeeze or wash sponges and cloth. Pour from one container to another. Beat soap suds with beater. Float objects on water.

H. Ideas to Try

1. Painting
    a. Children who stand up to paint have greater freedom of motion.
    b. Store brushes flat in a box or stand them on the wooden ends.
    c. Take the painting easel outdoors in good weather.
    d. Paint on colored paper. Try painting on wet paper.
    e. Add real materials to a picture — twigs, cloth, yarn, etc.
    f. Use a wash (thin paint) to fill in the large spaces on crayon pictures.
    g. Blend two colors of fingerpaint in certain areas to produce an interesting color effect.
    h. Fingerpaint with a gadget such as a jar cover, edge of piece of cardboard, cork, or tongue depressor.
    i. Let your child take an old paint brush and a can of water and paint the sidewalk.
    j. Let your child play with water in a tub and plastic bottles. Pour in a little liquid soap.
2. Drawing
    a. Use a circle, square, or rectangle as the beginning shape for a picture.
    b. Go outdoors to draw. Tape paper to cardboard for drawing board.
    c. Draw and cut a shape out of heavy paper. Hide it underneath a piece of newsprint. Using the flat side of a crayon, press and rub over the shape. The shape will appear on the paper.
    d. Place newsprint over different textures and rub the flat side of the crayon over the texture. Compare the different designs.

   e. Draw a picture with a combination of crayon and chalk.
   f. Use chalk on wet paper bags.

3. Pasting, Cutting, Tearing
   a. Cut or tear shapes for a picture. Arrange in different ways on a background. Overlap some of the shapes. Paste to the background.
   b. Use a combination of papers for a picture; such as foil, tissue, and wrapping paper.
   c. Save scrap colored paper in a box for art activities.
   d. Make a scrapbook from construction paper, secured with yarn or ribbon. You can show the child how to paste or glue magazine cutouts, pictures, paper dolls, cards, free-form swatches of material, cut out letters, flowers or any other suitable item.
   e. Make a picture by arranging and pasting torn pieces of colored paper.
   f. Use cloth for one part of a picture.
   g. Arrange torn pieces of tissue paper (or leaves, grasses) on a piece of wax paper. Cover with another piece of wax paper. Cover with cardboard. Iron with a hot iron to finish the picture.
   h. Make a cut-out picture of construction paper, pasted on white drawing paper. Cover with a piece of colored tissue paper.

4. Sculpture
   a. Let children cut, paste, and fold colored strips of construction paper to make creative forms. Strips should be no smaller than 9" x 1".
   b. Make a paper sack puppet by painting a face on the bottom and stuffing it half full of crushed newspaper. Tie the bottom of the sack.
   c. Put sticks, wire, toothpicks, etc., into a lump of clay to make an abstract 3-dimensional arrangement.
   d. Use crushed tissue paper, paper napkins, or face tissue to make the flowers on a picture. Touch the edge of the paper with tempera paint.
   e. Use paper sacks – Mask: Cut out eyes and mouth; paste on paper to form hair. Puppet: small sack that fits over the hand. Add a face. Hat: paste or color to decorate hat.
   f. Collage – Have a wide assortment of materials of various textures.[13]
      1. Some that are easily obtainable are:

         Soft: cotton batting, flannel, yarn, cotton roving, sponge rubber, gum eraser, felt.

         Hard: tongue depressors, wire, wood, shells, scrap metal.

         Rough: corrugated cardboard, crumpled tissue paper (or aluminum foil), broken tongue depressors, twigs, sandpaper, bits of dry sponge, coarse string, wire screening.

         Smooth: aluminum foil, smooth cloth, sandpapered wood, plastic, shiny paper, scrap metal.

         Spread them out on a table or counter so that children may choose what they need.

2. Have both paste and glue available. Paste is easier to use with paper or cloth, but will not hold such things as wood or shells. A stapler would be handy to have to attach wire or twigs.
3. Work large – 12 x 18 paper for the background is a good size.
4. Begin collage with materials that form a large mass (cloth, paper, foil), then add the line materials (yarn, wire, twigs) and the tiny items. This builds up a background on which the smaller items may be placed.
5. Allow children to get more materials or return extras as the case may be.
6. No pencils! Let the materials create their own patterns without any preliminary drawing.
7. For variation, create a **color** collage or use a variety of papers having different **textures.**
8. Oiled Tissue Collage – Materials: corn oil, tissue paper (different colors), small brush, wax paper. Cut bright color tissue paper into small pieces, any shape. Put tissue paper on wax paper then brush on with oil. Paper will stick to wax paper like glue.

I. Recipes

Fixative

1. Chalk:
   a. Glue thinned with water to the consistency of milk.
   b. Use one part shellac with two parts denatured alconol.
2. Chalk, pastello, and charcoal:
   a. Gum arabic, thin with water until consistency of thin mucilage. Spray – repeat twice.
   b. Powdered milk mixed with water may be sprayed.
3. Modeling Dough

6 cups flour	1 cup boiling water
3 cups salt	1 tablespoon salad oil
3 tablespoons powdered alum	

Add boiling water to dry ingredients and stir until mixed. Add salad oil and knead. Store in a covered container. For color add food coloring. Makes enough for five children.

4. Sawdust

4 cups sawdust	1 cup water
2 cups wheat flour	

Produces a very pliable media – used like dough but not as firm a consistency. (Liquid starch – mixed with sawdust and powdered paint or with tissue paper.) Shredded newspaper may be substituted for sawdust.

5. Wheat-paste Mixture

    2 cups wheat flour
    3½ cups cold water

6. Sugar Dough

1 tablespoon water	3 tablespoons flour
2 tablespoons sugar	Add vegetable coloring

7. Do-It-Yourself Clay – Safe for children.

    2 cups baking soda
    1 cup Argo cornstarch
    1¼ cups water

    Mix cornstarch and baking soda, add water, mix. Bring to a boil stirring constantly. Thicken to consistency of mashed potatoes. Place wet rag over while it cools slightly. Form clay into shapes. Let dry 36 hours. Color with paint or magic marker and coat with shellac or nail polish (if desired).

8. Flour and Salt

    1 part salt
    3 parts flour
    1/4 part water

    Mix: Store in covered jar or plastic bag in refrigerator. Keeps 3 to 4 days.

9. Cornstarch and Salt

    1/2 cup cornstarch
    1 cup salt

    Add 1/2 cup water and bring to boil, stirring constantly. Cool, (may knead in vegetable color) wrap in wax paper, store in cool place. Hardens enough to make usable pans.

Painting

10. Finger Paint

a. 1/2 cup dry starch	Vegetable coloring, show card or poster paint
1 1/3 cups boiling water	1 tbsp. glycerin
1/2 cup soap flakes	

    Mix the starch with enough cold water to make a smooth paste. Add boiling water and cook the paste until glossy. Stir in the dry soap flakes while the mixture is still warm. Cool. Add glycerin and pour the mixture into jars. The mixture can be kept for a week if it is covered with a damp cloth or a tight lid. Add color later. Two or three tablespoons of liquid starch may be poured on the wet paper, one-half teaspoon powdered paint added and mixed as the child paints with it.

b. 1/2 cup Argo cornstarch
1 cup cold water
1 envelope Knox unflavored gelatin
2 cups hot water
1/2 cup soap flakes or detergent
food coloring

Combine cornstarch and 3/4 cup cold water; soak gelatin in remaining 1/4 cup cold water. Stir hot water slowly into cornstarch mixture. Cook and stir over medium heat until mixture boils and is clear. Remove from heat, blend in softened gelatin. Stir in soap until dissolved. Cool; divide into jars and color as desired. Cover jars to store.

11. Sand Painting

Add 1/4 part paint powder to 1 part sand and combine in large shakers. Place paper in a large tray. Shake sand mixture on paper which children have covered with paste. This is also excellent outside on the bare ground.

12. Soap Painting

Fill small dishes with soap powder. Add a little powdered paint and water. Mix thoroughly until it has a medium texture (not too stiff nor too soft.) Children apply to various kinds of paper with fingers or brushes.

a. Soap Sud Fun — 4 pints soap flakes to 1 pint water. Beat with beater till fluffy. Let children paint with it on paper (designs). Drys when it hardens.

b. Soap Painting — 1 cup Ivory soap flakes, 1/2 cup water (more if you want it thinner). Beat till it is very thick. Let your child paint with this on colored paper or glossy magazine pages.

13. Paste

1 tbsp. powdered alum
1 cup flour
1½ pts. boiling water
Few drops oil of cloves

Mix flour and alum in cold water. Add boiling water and cook for two minutes. Add few drops of oil of cloves.[14]

J. Equipment Used Most Frequently

Paper
- Plain newsprint in assorted colors
  - Newspaper, want ads newspaper for painting
  - 18" x 24" is used most frequently
  - Have available 12" x 18" and 9" x 12"
- Shelf paper or finger paint paper
- Butcher paper
- Manila paper, 18" x 24",
  - 12" x 18", 9" x 12"
- Construction or Poster paper
- Heavy white paper
- Throw-away Papers you can salvage
  - Printer's and newspaper's scrap paper

	Aluminum foil Stocking box paper Wall-paper books Meat store paper Old newspaper Used holiday wrapping paper Paper bags Magazines for color and designs Waxed paper scratched with a toothpick to add to a collage Tissue paper from department store
Drawing	Large crayons – good wax texture, non-toxic, 8 basic colors Large pencils – primary school size Large chalk – white and colored Felt-tip markers – washable
Painting	Powdered tempera or liquid tempera paint – non-toxic, 8 basic colors Plastic containers, small juice cans, or paper cartons for paint
Easels	Large brushes – flat and round, varnish brushes may also be used, 12" handles, 2" and 1½" bristles Aprons – men's old shirt with sleeves cut off or plastic aprons Cookie sheets for finger painting Water color paints Sponges for sponge painting
Modeling	Plasticene clay, hardening clay (dry or mixed) Plastic sheets or covered cardboard on which to work See recipes for other modeling mixtures
Pasting, Cutting, Tearing	Scissors that cut – blunt and semi-pointed, several left-handed scissors Paste – ordinary commercial paper paste dispensed in individual containers; white all-purpose glue for wood, branches, three-dimensional construction work, and collages

(continued on next page.)

Materials for collages — boxes, pieces of cloth, ribbons, cotton, feathers, string, leaves, scraps of colored paper, yarn, seeds, noodle products, etc.

Woodworking

Carpenter's workbench with 3" or 5" C—clamps; or sturdy wooden table on casters with C—clamps, or workhorse
Clay hammer — 6 oz. to 10 oz. weight
Hammer, rubber tipped (Government surplus store)
Nails — roofing or four penny box nails
Sandpaper, fine
Saw, 12" crosscut
Screwdriver
Wood — scraps, balsa squares, soft mill ends

K. Scrap Materials for Art[15]

Close By

At Home
- coathangers
- plastic bags
- clothespins
- paper bags
- spools
- boxes
- buttons
- fabric
- socks
- newspapers
- magazines
- egg cartons
- cereal boxes
- jar lids and rubbers
- toothpicks
- candles
- gift paper
- ribbon, yarn, string
- foil pans
- plastic bottles
- plastic dishpans, pails, laundry baskets, dishes, forks, knives, spoons
- pot and pan scrubbers
- records
- paper plates and cups
- napkins
- paper towels
- light bulbs

At School
- bottle caps
- chalk, pencil, crayon stubs
- paper scraps (paper cutter and made by the punch)
- straws
- eggshells (cafeteria)
- wood (from school shop)

On the Farm
- twine
- burlap
- seeds
- corn husks, stalks, cobs
- straw and hay
- feathers

Downtown

Restaurant
- large tin cans
- ice-cream containers
- dixie-cup spoons
- cardboard butter pats
- jelly holders
- wooden paddles

Shoe Repair Shop
- leather scraps

Grocery Store
- cartons
- crates
- cardboard dividers for eggs and fruit
- packing materials
- price markers

Interior Decorating Shops
- wallpaper sample books

  - paint cards
  - rug samples
  - linoleum and tile samples

- Florist
  - ribbon
  - sticks
  - broken pots
  - paper

- Photography Shop
  - flash bulbs
  - negatives
  - exposed film and paper
  - black paper
  - film spools
  - flat boxes

- Furniture Store
  - large cardboard cartons
  - large crates

- TV Repair Store
  - tubes
  - old TV chassis
  - wire

- Garage
  - oil cans
  - inner tubes
  - anti-freeze cans

- Lumberyard (for Scraps)
  - plasterboard
  - ceiling blocks
  - sandpaper
  - flooring
  - wiring
  - insulation
  - screening
  - molding
  - shingles
  - weather stripping
  - tar paper
  - felt paper
  - siding
  - asbestos
  - nails, tacks, screws

Nature

- Field and Woods
  - sticks
  - stones
  - ferns
  - leaves and seeds
  - burdocks
  - milkweed
  - goldenrod
  - cattails
  - flowers
  - chestnuts
  - acorns
  - pine cones
  - natural clay
  - thistles
  - maple wings

- On the Beach
  - sand
  - shells
  - dry seaweed
  - starfish
  - sea urchins
  - pebbles
  - driftwood
  - seagrass

Industry

- Printing Plant
  - leftover ink
  - metal plates
  - broken type
  - paper

- Shoe Factory
  - leather
  - lacing

- Knitting Mill
  - cones from thread
  - tangled thread
  - pieces of fabric

- Clothing Factory
  - cloth scraps
  - wooden spools
  - packing material

- Furniture Manufacturing
  - glue
  - foam rubber
  - cotton and jute padding

- Lumber Mill
  - shavings
  - sawdust
  - bark from slabs
  - scraps of wood

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  Paper, Paste, Odds and Ends
  Scribbling and Fingerpainting

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Creative Dramatics

Children can learn about themselves, people, and the world about them through acting out their experiences. They add spontaneous dialogue while they *"act out"* an experience or a story. Words are not memorized. Children put their feelings into creative actions and into words in their own way. Each child expresses himself in **his way** and at **his level** of thinking. Various types of puppets, simple objects, and music accompaniment may be used in dramatic activities.

Dramatic activities are generally group activities. Dramatic play often involves a part of the group while the other children are engaged with materials from other interest centers in a self-directed activity. The large group is usually involved in dramatizations and creative dramatics. However, the individual child has a choice as to whether or not he wishes to participate in these activities.

The purpose of creative dramatics is to give meaning to feelings and ideas through self-expression and not to perform for an audience. It is a **shared** experience.

A. Outcomes

The children will:

1. Express experiences and ideas through action and words.
2. Be confident that their ideas will be accepted.
3. Begin to understand the roles of the adults and the ideas they act out.
4. Progress in speaking, listening, and acting.

B. Dramatization

1. Children interpret the actions suggested by the words. They have the freedom to use the actions and words that have meaning to them in interpreting stories, poems, and songs.
2. The adults will have a collection of simple properties to add to the activity. Tapes and records of stories, poems, and songs can be available for small groups of children.

The ideas which follow are suggestive. The adults will use many other ideas. The pantomime (mimetics) is a good beginning activity because only one skill is required — movement.

3. Pantomime[16]

Subject	**Activity**	**Condition to suggest feeling or interpretation**
Animals:	elephants walking	—in a circus parade
	rabbits hopping	—hiding Easter eggs
	birds flying	—in spring sunshine
	cats stalking	—a mouse
	chickens pecking	—looking for breakfast
	horses galloping	—in a race
	frogs jumping	—to escape a boy who is trying to catch them
	snakes slithering	—silently in the grass
	monkeys playing	—for the people at a zoo
	salmon swimming	—upstream
Working:	climbing a ladder	—to put out a fire
	sawing a tree	—for Christmas
	chopping wood	—for a beach campfire
	digging	—to find clams
	loading a truck	—with toys for poor childr
Helping at home:	mowing the lawn	—to make the yard prettier
	sweeping the house	—before company comes
	painting a wall	—clean, bright yellow
	ironing	—a party dress
	climbing the stairs	—to bed
Fun:	pulling a sled	—over the snow
	swimming	—on a cold day
	rowing a boat	—to a good fishing spot

(continued on next page.)

	doing a trick	—for Daddy
	riding a tricycle	—to explore the neighborhood
	hiking up a mountain	—to see the sun rise
	skating	—up a steep hill
	ice skating	—on a slippery pond
	jumping rope	—in trick ways
Vehicles:	jet planes taking off	—at the airport
	boats rocking	—on a rough bay
	freight trains chugging	—up a mountain track
	space ships orbiting	—around the moon
Characters:	giants walking	—through a city
	fairies tiptoeing	—past a sleeping baby
	clowns tumbling	—at a circus performance
	soldiers marching	—in review before the gene
	goblins dancing	—on Halloween night
	dolls walking	—helped by a girl
	tired boy	—awaking in the morning
Nature:	trees swaying	—on a windy day
	rain pelting down	—during a thunderstorm
	wind blowing	—on flying kites
	leaves floating down	—in autumn wind
	flowers growing	—in spring sun and rain

4. Poems to Dramatize.

Familiar nursery rhymes.

Jump or Jiggle

Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle

Snakes glide
Sea gulls glide

Mice creep
Deer leap

Lions stalk –
But
I walk.

Mr. Turkey and Mr. Duck

Mr. Turkey took a walk one day
in the very best of weather
He met Mr. Duck on the way
And they both talked together.
Gobble, gobble, gobble,
Quack, quack, quack,
Good-by, good-by,
And they both walked back.

Snowman

A chubby little snowman
Had a carrot nose.
Along came a bunny
And what do you suppose?
The hungry little bunny,
Looking for his lunch,
Ate the snowman's nose.
Nibble, nibble, crunch.

Winter

Whoosh!
Goes the toboggan.
Crunch!
Goes the snow.
Squeak!
Go the runners.
And Eeeeeeek!
Is how we go.

Snow blows
In bunches.
Snow sparkles
And crunches.

Snow is clean and cold
Snow is crisp, and yet
When it warms a little
Snow is wet.

The Little Turtle

There was a little turtle,	(One hand on top of the other to form a turtle)
He lived in a box.	
He swam in a puddle,	(Hands together in motion)
He climbed on the rocks.	(Fingers of one hand climbing up other arm)
He snapped at a mosquito,	(Use your hand to pretend you are catching something in the air.)
He snapped at a flea,	
He snapped at a minnow,	
He snapped at me.	
He caught the mosquito,	
He caught the flea,	
He caught the minnow,	
But he didn't catch me.	(Shake your head and smile.)

The Goblin[17]

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.
He bumps
And he jumps
And he thumps
And he stumps
He knocks
And he rocks
And he rattles at the locks.
A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.

Rose Fyleman

Song for a Ball-Game

Bounce ball! Bounce ball!
One - two - three.
Underneath my right leg
And round about my knee.
Bounce ball! Bounce ball!
Bird - or - bee
Flying from the rose-bud
Up into the tree.

Bounce ball! Bounce ball!
Fast - you - go
Underneath my left leg
And round about my toe.
Bounce ball! Bounce ball!
Butt - er - fly
Flying from the rose - bud
Up into the sky.

Wilfrid Thorley

Little Brown Seed

Little brown seed, round and sound,
Here I put you in the ground.

You can sleep a week or two,
Then – I'll tell you what to do:

You must grow some downward roots,
Then some tiny upward shoots.

From those green shoots' folded sheaves
Soon must come some healthy leaves.

When the leaves have time to grow
Next a bunch of buds must show.

Last of all, the buds must spread
Into blossoms white or red.

There, Seed! I've done my best.
Please to grow and do the rest.

Rodney Bennett

The Farmyard

One black horse standing by the gate,
Two plump cats eating from a plate;
Three big goats kicking up their heels,
Four pink pigs full of grunts and squeals;
Five white cows coming slowly home,
Six small chicks starting off to roam;
Seven fine doves perched upon the shed,
Eight grey geese eager to be fed;
Nine young lambs full of frisky fun,
Ten brown bees buzzing in the sun.

A. A. Attwood

5. Finger Plays

In addition to the dramatic aspect, finger plays also develop visual perception, awareness of the body and its parts, and large and small muscles, especially eye-hand coordination.

Action possibilities (use only if the words do not suggest actions to a group of children)

Hinges

I'm All made of hinges,	(Bend elbows, bend knees, partially squat)
"Cause everything bends,	
From the top of my neck	(Motion from neck down)
Way down to the end.	
I'm hinges in the front,	(Bend front)
I'm hinges in the back,	(Bend back)
But I have to be hinges	
or else I will crack.	(Clap hands)

Our Little Baby

Our little baby has ten toes,	(Show all ten fingers)
Two little ears and	(Point to ears)
One little nose.	(Point to nose)

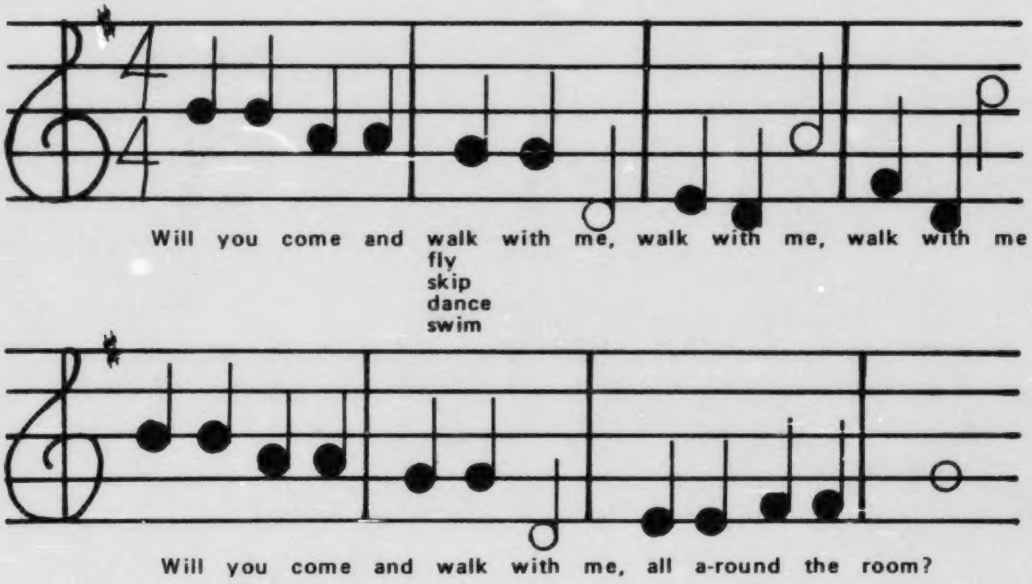
Ten Little Friends

Two little houses across the street.	(Hold hands, fists closed)
Open the doors and ten friends meet.	(Open fingers)
How do you do, and how do you do.	(Fingers bow to each other)
Such nice sunny weather	(Bring fingers back up)
Off they hurried to (school?) Ten little friends together.	(Move fingers in a hurrying motion)

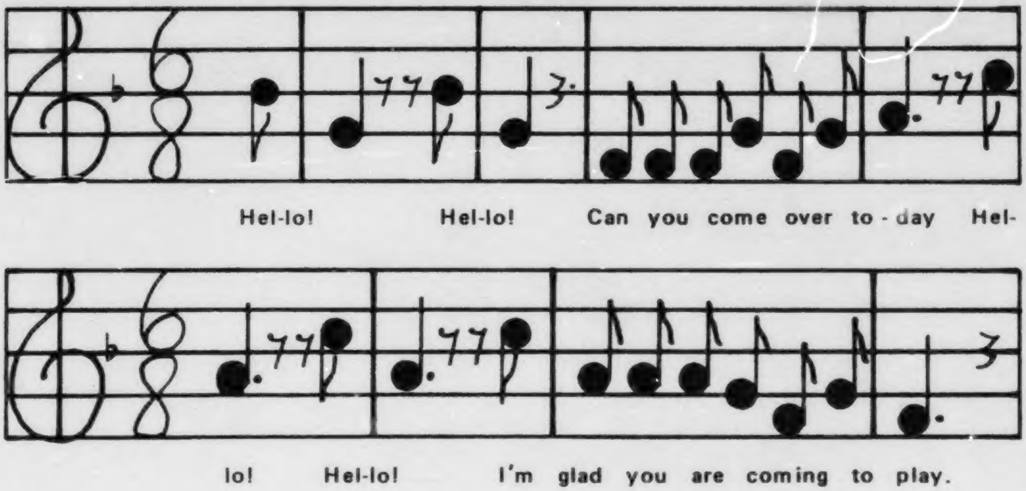
The Postman

This is the way the postman comes walking down the street,	(Fingers – walking motion)
Left-Right and Left-Right,	(Stomp left foot – Then right foot)
I can hear his feet.	(Hands at ear listening)
He sometimes smiles and waves at me;	(Smile and wave)
I clap my hands in glee.	(Clap hands)
For this is the way he lets me know	(Point to self)
He has a letter for me.	(Wave letter)

WILL YOU COME?


Will you come and walk with me, walk with me, walk with me
fly
skip
dance
swim
Will you come and walk with me, all a-round the room?

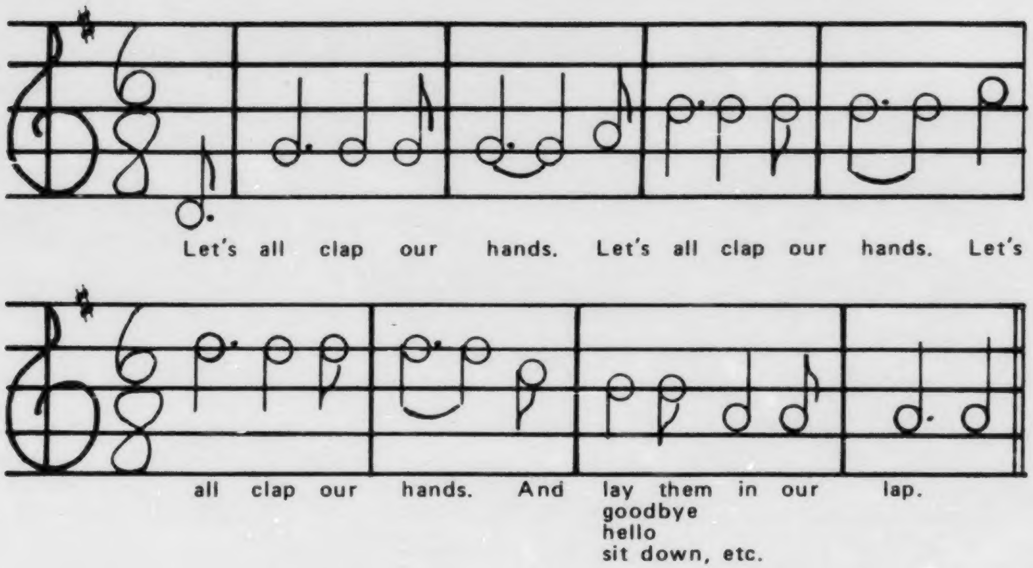
THE TELEPHONE


Hel-lo! Hel-lo! Can you come over to - day Hel-
lo! Hel-lo! I'm glad you are coming to play.

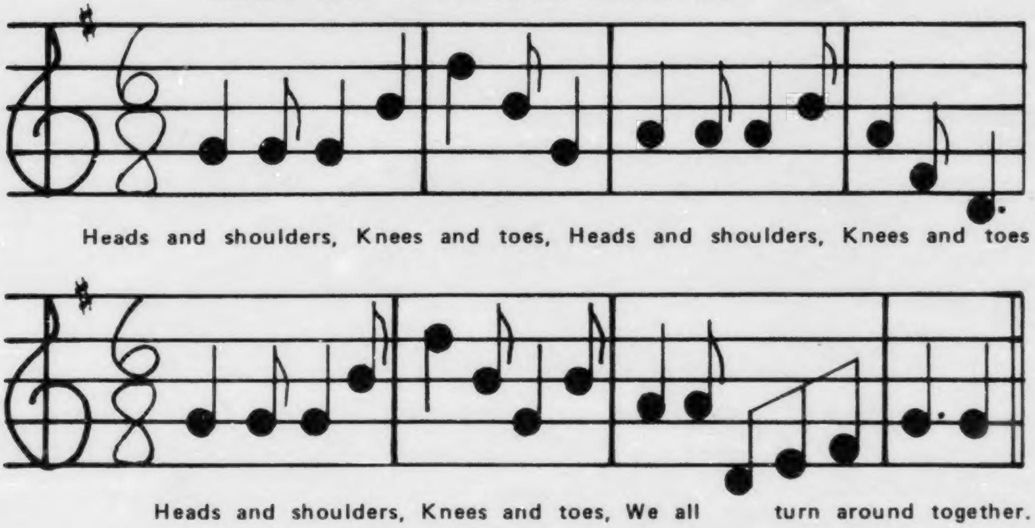
ROW, ROW YOUR BOAT

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily life is but a dream.

LET'S ALL CLAP OUR HANDS


Let's all clap our hands. Let's all clap our hands. Let's
all clap our hands. And lay them in our lap.
goodbye
hello
sit down, etc.

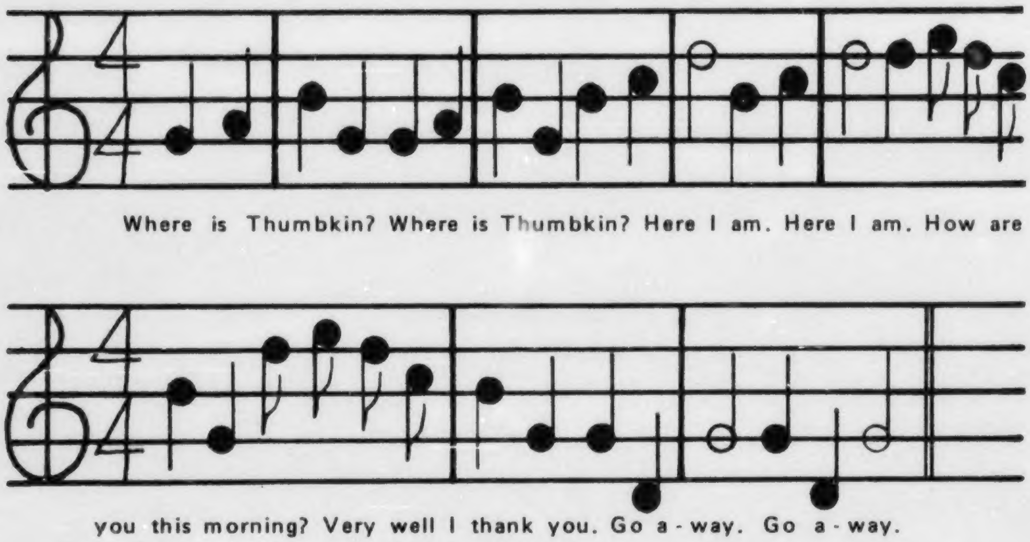
HEADS AND SHOULDERS, KNEES AND TOES


Heads and shoulders, Knees and toes, Heads and shoulders, Knees and toes
Heads and shoulders, Knees and toes, We all turn around together.

Heads and shoulders, knees and toes
Heads and shoulders, knees and toes
Heads and shoulders, knees and toes
We all jump up together.

We all sit down together . . . .

WHERE IS THUMBKIN?


Where is Thumbkin? Where is Thumbkin? Here I am. Here I am. How are
you this morning? Very well I thank you. Go a - way. Go a - way.

Where is Pointer?. . . . .
Where is Tall Man?. . . . . . .
Where is Ring Man? . . . . . .
Where is Pinkie? . . . .
Where are all men?. . . . . . .

THE SPACEMAN'S OUT IN SPACE (Tune: Farmer in the Dell)

The spaceman's out in space, the spaceman's out in space
Hi oh, the dairy oh, the spaceman's out in space.
The spaceman takes a suit - - -
The suit takes a rocket - - -
The rocket takes a launch - - -
The launch takes a satellite - - -
The satellite takes the sun - - -
The sun stands alone - - -

DID YOU EVER SEE A ROCKET?

Did you ever see a rocket, a rocket, a rocket?
Did you ever see a rocket go this way and that?
Go this way and that way, go this way and that way,
Did you ever see a rocket go this way and that?
(Repeat using other aerospace items)

SINGING GAME – DO YOU KNOW THE ASTRONAUT? (Tune: Muffin Man)

Oh, do you know the astronaut, the astronaut, the astronaut?
Oh, do you know the astronaut that flies up into space?
(1 child skips around and chooses a partner)

Two of us know the astronaut, the astronaut, the astronaut,
(2 children skip and then choose new partners)

Four of us know the astronaut, the astronaut - - - -
(Repeat until all children are skipping)

7. Singing Games

    Ring Around the Rosy
    London Bridge
    Looby Loo
    Did you ever see a Lassie?
    Here we go Round the Mulberry Bush
    Yankee Doodle
    Pop Goes the Weasel
    A-Hunting We Will Go
    Skip to my Lou
    Go Round and Round the Village

8. Stories

    a. The value in dramatizing stories lies in the process of planning together rather than in the actual dramatization. Planning includes the characters, sequence of the plot, and simple properties.

    b. The adult serves as a guide in helping children plan the dramatization and in deciding on the properties. Since children have such a vivid imagination, equipment such as blocks, can be adapted to any story.

    c. Several groups can dramatize stories at the same time.

    d. Dramatize familiar stories. With encouragement, some children will dramatize stories during the play period.

    e. The children can decide which stories they would like to dramatize.

    Suggestions for dramatization:

        Ask Mr. Bear
        The Elves and the Shoemaker
        Goldilocks and the Three Bears
        Henny - Penny
        The Tale of Peter Rabbit
        The Three Billy Goats Gruff
        Caps for Sale
        The Three Little Pigs
        The Little Red Hen

9. Story Plays

Activity	**Procedures**
Situations children have experienced; like going to the farm or to father's place of work, making a house, buying groceries. Field trips, films, and class visitors suggest story plays.	Children suggest the sequence of activities. The adult narrates while the children pantomime the action.

A Story Play

Trip to the Woods
Going to the woods – take the school bus to the gate.
Walk and look at the beautiful trees.
Pick up a pretty stone and feel all its sides.
Listen to the airplane – see it through the leaves.
Listen to the birds' song – find it, see the nest.
Run and jump over a stream.
Look at the violets.
Stop and sway like the trees.
Sit down to rest.
Eat a snack and take a drink.
Walk to the bus.

The adult narrates a story play she has prepared or that children have created together. Children pantomime the action.

Other topics:

Playing in the snow, taking an airplane ride, baking a cake.

C. Dramatic Play

1. Dramatic play is spontaneous imaginative play.
2. The adult –
   a. Sets up the equipment but the children decide **when** and **how** to use it.
   b. Observes the growth of children.
   c. Helps solve problems when children are not able to solve them alone.
   d. Adds equipment to help expand the ideas children are using in their play.
   e. Takes a role at times to share the experience with the children but does not control the play.
3. A home center should be a part of every room for three-year-olds. Supplementary areas are set up for fours and fives or are substituted for the fives, depending on their interests and developmental levels. Supplementary areas grow out of experiences in the program.

Activity	**Method**	**Materials**
Home Center See pages 17 & 57.		
Train[18]	1. Line up chairs, two in a row, to resemble train.	1. About 10 small chairs 2. Railroad caps

(continued on next page.)

	2. Display related books and pictures nearby. 3. Set up tables or *"counter"* where *"tickets"* may be sold.	3. *"Tickets"* — colored paper (the children would love a roll of expired theatre tickets). 4. A *"punch"* and rubber stamp and ink pad 5. Table or *"counter"* 6. Old suitcases (small). 7. Pictures of trains, train stations, conductors, engineers, etc.
Jewelry Store	1. Arrange selection of jewelry on *"counter"* or table or place jewelry in boxes on shelf. 2. The children may take turns buying and selling jewelry. 3. Display related pictures nearby.	1. Old jewelry 2. Jewelry boxes 3. Sales slips 4. Bags 5. *"Money"* and cash register 6. Pencils 7. Table and shelves 8. Pictures of jewelry
Clothing Store	1. Take *"dress-ups"* and place on hangers on clothes rack. 2. Clothing may also be folded and placed on *"shelves"* or in drawers. 3. The children may take turns buying and selling the clothing. 4. Display related pictures.	1. Clothing 2. Hangers and clothes rack 3. Boxes, bags 4. Pencils, sales slips, *"money."* 5. Cash register 6. Store *"Counter"* (chest of drawers from doll corner may be used) 7. Related pictures. A. Clothing B. Stores C. Children in dress-ups.
Doctor	1. Set up near doll corner or in secluded area. 2. The children can take turns being *"doctor"*	1. Real stethoscope 2. Gauze 3. Bandaids and tape 4. Rags for bandages

	and *"patient"* or they may use dolls as patients. 3. Provide table for *"doctor"* to use as desk and *"bed"* for *"patient"*. 4. Use related pictures nearby.	5. Doctor's and nurse's clothes (dressups) 6. Beds and dolls (unless children want to be patients). 7. Paper and pencils 8. Telephone 9. Table 10. Small suitcase or shelves for *"medical supplies."* 11. Pictures A. Doctors and nurses B. Medical scenes
Office	1. Enclose an area of the playroom. 2. Use small table for desk. 3. Provide other materials usually found in an office. 4. Display related pictures and books nearby.	1. Table 2. Pencils 3. Paper 4. Rubber stamp and ink pad 5. Telephone 6. Pictures (people working in different types of offices.)
Restaurant	1. Set up small tables and chairs in secluded area. 2. Pictures of food pasted on paper may substitute for menus. 3. Cut out pictures of food may also be used for *"actual food."* 4. Same idea may be applied outside in relation to tricycles and drive-in restaurants. 5. The children may take turns being waiter, waitress and patrons. 6. Use related pictures.	1. Small table and chairs 2. Tablecloth 3. Napkins 4. Dishes 5. Silverware 6. Trays 7. Sales slips 8. Pencil 9. *"Menus"* (paper with food pictures on each) 10. Empty boxes or pictures of food 11. Pictures A. Restaurant scenes B. Food C. Cooks D. Waitresses.

(continued on next page.)

Combine dramatic play with block play	1. Arrange blocks in a simple, basic way to suggest dramatic play and also to stimulate other building (adding on to the basic structure or starting a new one). 2. Blocks may be stacked nearby on the floor as a means of suggesting their use in the dramatic play. 3. Have block accessories nearby (preferably on shelves in block corner). 4. Put up related pictures in block corner. 5. Some themes are as follows: A. An airport B. A farm C. Cars and trucks D. Boats E. Trains F. A zoo	1. Cars and trucks 2. Airplanes 3. Boats 4. Trains 5. Rubber or wooden animals 6. Rubber or wooden people 7. Blocks (hollow and unit)

D. Creative Dramatics

Children play out their experiences, their feelings, their ideas in movement and rhythm, at times accompanied with music or rhythm instruments. Creative movement comes out of the experiences and imagination. Later, words are added to the movement. As children are encouraged to observe the world around them, they will interpret these experiences with greater feeling.

1. Large free movements are suggested by:

   "Stretch to reach the clouds"

   "Jump over the creek"

   "Run and catch the ball"

2. The use of the senses are suggested by:

   "Feel the sun"

   "See the clouds"

"Listen to the birds"

"Smell the roses"

"Taste the ripe cherry"

3. The feelings of people and animals are suggested by these endings of stories:

   "The fireman worked all night."

   "John was so excited! He had a new baby brother."

   "There was so much traffic, Mary was afraid to start across the street."

   "I get very angry when Jim takes my ball."

   "I heard a noise, I thought it was a knock, but it was only the wind."

   "The dog's feelings were hurt when the child pushed him aside."

4. Feelings of familiar story characters are suggested by:

   "Show how Little Red Riding Hood felt when ——————"

   "Show how Peter Rabbit felt when ——————"

5. Make a collection of *"feel"* materials — fabrics, fur, sandpaper, feathers, etc.
   a. Let each child **feel** one of the items.
   b. Have him describe his experience in words or movement.
   c. A story may grow out of these expressions.
6. Take a walk outdoors, observing carefully.
   a. In the room, the children will mention something they saw, and all the children will express their feelings in movement or words.
   b. Sit down and have children express their experience through movement, music, art, words, or through story or poem (their choice).
   c. Take the suggestions children make. Small groups may respond.
      1. Jane watched the snow fall on the sidewalk. She suggeste[illegible]et's be snowflakes — coming down, down, down!"

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Movement Exploration

"Movement exploration" is a discovery approach to the teaching of body movements. It is a way in which children can create and discover the many ways in which their bodies are able to move. The emphasis in movement exploration, therefore, is on what is happening to the child, rather than on how well they perform.

All children follow a general basic growth pattern, but at their own individual rates. Children of any given age will display varying levels of maturity and various stages of growth.

Each child should have the opportunity for self-expression. The self is the focal point and remains as such throughout the process of exploring. It is what the child thinks, feels, sees, and expresses, in terms of himself, and in his own way. The child deals with both feelings and concepts which must be "said" by him through body movements, in forms of expression which are his very own.

A. Various Aspects of Body Movement

1. How the body moves

		Examples
a. Speed (time) of movement	fast or slow	Pretend you are throwing a ball. Throw it fast. Throw it slowly. Move as fast as you can. Move slowly, a little faster, very fast. (Accompany with drum.)

b. Strength (force) of movement	heavy or light	Move as if you were very heavy. Lift something light. Push an empty box, a box full of sand.
c. Direction of movement	straight or twisted or flexible	Move in a curved line, in a straight line.
d. Control (flow) of movement	smooth or jerky	Swing one part of your body. Swing two parts. Swing your whole body. Move your hand in a smooth, steady way. Move this way with the music. Kneel on the floor. What different ways can you move the rest of you?
2. Where the body moves		
a. Personal space	space around child while standing in same place	Find your own space on the floor where you won't touch anyone else. Make yourself as wide as you can. Now reach out and see how high you can become. Make the smallest shape you can.
b. General space	space available to the group	Find a space where you won't touch anyone else. Move ------.
c. How the body can move in space		
personal space	up or down	Jump as high as you can.
general space	forward, backward, sideward, diagonal	Skip forward.
level	high, low, in between	What are the ways in which you can move close to the ground?

3. What the body moves

a. Actions while standing in the same place	twist, stretch, swing, push, fall, turn, bend, lift, pull, shake, bounce, combinations of any of these movements	Move your head in as many ways as possible. Move your head (4 beats on drum) Move your arms (4 beats on drum) Move your legs (4 beats on drum) Now move all of you.
b. Actions while moving through space	walk, jump, leap, slide, run, hop, skip, gallop, combination of any of these movements	Skip around the room without touching anyone else (substitute jump, etc.) Hop like a rabbit. Hop in as many directions as you can.

4. With whom or what the body moves

a. May work alone – each may move in his own way		Move your knees in different ways. Hop and slide, hop and slide.
b. Child may work with partner		Take a partner. Hop together.
c. Child may work with a small group		Stand in a circle. Hop with your left foot, each child taking a turn.
d. Child may use equipment – ball, scarf, stick, rope, hoop, etc.		Sway with a scarf in one hand.

B. Role of the Adult

1. The adult sets the situation for movement.
   a. A problem is given:

"We all have arms. What can we do with them?"

"Move your right leg. How many different ways can you move your right leg?"

2. Children try to solve the problem in different ways.
3. Adult encourages children with positive comments.

   "You discovered more than one way to move your arms. Good."

   "John thought of a way to move his arms that I had not thought about."

4. Another problem is given by taking clues from children:

   "You used your legs to walk and run. What other movements can your legs make?"

   "Sit down. Each of us will show one movement we discovered. Why is John's gallop so good?"

5. Suggestions for the teacher.
   a. Let each child find his own way of moving. Do not demonstrate.
   b. Repeat problems. Children love to do the things they know.
   c. After children have had a chance to explore the movement, use rhythm instruments with the movement.
   d. Encourage original movements.
   e. Do not expect all children to make the same movements. Accept the efforts of the clumsy and timid child.
   f. Be willing to experiment with movement.
   g. Have children find a space that does not interfere with anyone else.

C. Suggested Movement Experiences

1. Fundamental Movements

Activity	**Description**
Walking	Walk forward quietly, and as gracefully as possible. Keep the body erect and the chin in.
Balancing	Walk on the wide side of the balance beam, then on the narrow side, balancing the body easily.
Marching	Walk in a stately manner.
Skipping	Step on the left foot, hop on it, and step on the right foot. Repeat by beginning with the right foot.
Running	Use the arms to gain momentum and for balance. Bring the knees high off the floor.

Tiptoeing	Keep toes pointed while walking.
Tiptoeing while Running	Keep toes pointed while running.
Galloping	Run slowly with high step, always leading with the same foot. Move the arms rhythmically to represent front legs.
Trotting	Run smoothly and lift the knees slightly. Move the arms rhythmically to represent front legs.
Running and Hopping	Take 4 running steps, then 3 hopping steps, and then repeat.
Running and Stopping	Take small running steps, stand still, and then repeat.
Jumping	Jump up with ease. Bring heels high, and land lightly on balls of feet.
Sliding	Slide forward with the left foot, and bring the right foot up to it. Slide forward with the right foot, and bring the left foot up to it. Slide backwards and to the left and right sides in this manner.
Bending	Bend at the waist forward, backward, and from side to side.
Shaking	Shake the arms and legs, whole body.
Gliding	Bend and straighten out the trunk, as you walk forward. Bob the head up and down gradually.
Stretching	Raise the arms up high while stretching the trunk and legs.

2. Creative or Interpretative Variations to Fundamental Movements.

Walk:
- as if carrying a package
- like mother
- like father
- with baby steps
- in place
- as if going up a stairway

March:
- like soldiers
- slow
- fast
- in place

Skip:
- in a straight line
- in a circle
- like with a partner
- in a singing game

Run:
- like a baby
- like a baseball player
- like an old lady
- as if tired
- to get out of the rain
- to tag a classmate

Gallop:
- like a farm work horse
- like a cowboy's horse
- like a horse in the circus
- like a race horse
- like a tired horse

Glide:
- as if skating on ice
- as if roller skating
- like a bird

Fly:
- like a kite
- like an airplane
- like a bird

Twist and Turn:
- like a top
- like an electric fan
- like snowflakes

Push and Pull:
- as if raking leaves
- as if using a lawn mower
- as if using a saw

Strike:
- like hammering a nail
- like beating a drum
- like chopping down a tree

Stretch:
- like a cat or lion
- to catch a ball thrown high
- to pick fruit high on a tree

Clap:
- as if to a funny joke
- as if catching a fly

Climb:
- as if climbing a ladder
- as if climbing over a fence
- as if getting onto a bus

Run and Hop:
- like a frog
- as if you have a sore foot
- like a rabbit

Bend:
- as if picking flowers
- as if picking up marbles off the ground

Jump:
- like a grasshopper
- like a bouncing ball
- over small stones
- over a mud puddle

3. Creative or Interpretative Movements — Animals.

Children interpret animals in **their** own way.

- Elephant
- Galloping Horse
- Camel
- Lion
- Cat
- Dog
- Bird
- Rabbit
- Worm
- Chicken
- Duck
- Turkey
- Fish
- Monkey

4. Creative or Interpretative Movements — Mechanical.

Children will decide how **they** will interpret these. Each one may be different.

- Clock
- Watch
- Train
- Walking Doll (for girls) or Toy Soldier (for boys)
- Driving a Car
- Lawn sprinkler
- Riding a Tricycle
- Top
- Washing Machine
- Airplane Warming Up
- Airplane Taking Off
- Airplane Landing
- Think of others

5. Creative or Interpretative Movements – Miscellaneous.

Children will suggest many others. Each child will move in a different way.

Rowing
See-Saw
Barbecue Fireplace Smoke
Hanging the Clothes on Line
Painting
Playing the Piano
Playing Ball
Jumping Rope
Raking Leaves
Waving Flag
Waves
Picking Fruit
Climbing a Ladder
Ice Skating
Clown

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Learning Experiences —

Language And Communication

The knowledge of the world is only to be acquired in the world, not in a closet.

—Philip Dormer Stanhope,
Earl of Chesterfield

LEARNING EXPERIENCES – LANGUAGE AND COMMUNICATION

The language children bring is influenced by the language they absorb in the home and by the kinds of experiences provided by the family setting. Adults who are acquainted with the parents and the home environment will be in a position to understand the background of the child's language. The adults may learn about the child's general maturity, his ability to coordinate the muscles needed for speaking and listening, the language heard at home, opportunity to talk, experiences in visiting places in the community, and of his opportunity to hear stories and poems.

Talking, listening and awareness of the use of symbols are used together in many ways during the day. The adult who is alert to each child's needs for communicating with others will be able to provide an atmosphere for growing in language. Hearing stories and poems will help children enjoy the language of others and expand their own language.

A. Outcomes

The children will:

1. Understand other children and adults.
2. Use language to communicate with others.
3. Grow in the use of language.
4. Present ideas through oral language and listen to the ideas of others.
5. Enjoy hearing stories and poems.
6. Repeat spontaneously favorite stories and poems.
7. Create their own stories and poems.

B. Developmental Sequence

From	To	To
1. Understanding everyday language	Understanding a greater variety of words	Being interested in words and word meanings, and asking questions to gain information.
2. Speaking a short sentence of key words	Imitating more complex language of adults	Spontaneous speaking in complete sentences.
3. Carrying on a monologue	Carrying on a collective monologue (each child talking to himself with occasional exchange of conversation)	Using language for communication and learning.

C. Communication Skills

1. Listening

Children learn through working with materials at school and at home. The teacher's role is one of guiding them, listening to them, answering their questions, and providing a stimulating environment. In such an atmosphere, children are not required to listen for long periods of time. They will learn the value of listening when it is important to do so.

a. What a Child Does When He Listens.

Recognizes sounds and words he hears.

Puts meaning into the sounds and words he has heard.

Reacts to the words on the basis of his own experiences.

b. Why Children Do Not Listen.	**What the Adult Can Do**
Do not **hear** well.	Arrange for examination of a child's hearing.
Too many distractions.	Talk with a child where there are few distractions.
Adult talks too much and too long.	Talk for a short period at a time. Say only what is necessary. Give the child time to think and learn by himself.
Do not give attention to speaker.	Get child's attention before you begin. Give child a purpose for listening. Have something of interest to say. Be an example of a listener when the child talks. Do not repeat unnecessarily.
Do not understand what is being said.	Have a relaxed room atmosphere so children feel free to ask when they don't understand what is meant. Provide a **real** experience that will help the child understand the concept. Learn the concept by **doing.**
Too much noise.	Go to the child, look at him, and speak in a quiet, distinct voice.
Can't sit still that long.	Give children a chance to move, they are active.

	Work with individual children or small groups for short periods.
	Give children freedom to sit in different ways for different activities that are comfortable to them – as, sitting on the floor.
Feel it is not important.	Talk to children about when it is important to listen.
	Eliminate talking you do which is not important.
	Make children aware of beauty and differences in sounds.
They are talking.	Help children understand the courtesy of listening to other children and of taking turns in talking.

c. Normal Activities that Help Children Listen to Learn.

1. Conversation with other children and adults.
2. Following directions – use of equipment, health and safety habits, learning routines.
3. Listening to stories and poems, to a story teller or to a recording.
4. Dramatizations and role playing.
5. Sharing of news and information.
6. Listening to an answer to a question.
7. Listening to stories and poems children have created.
8. Listening to music for enjoyment.
9. Walking trip – listen for sounds.
10. Television, radio, films.

2. Talking

Children begin to talk at different ages. It follows that whether they are three-, four-, or five-years-old, their language development will be at different levels. The adults accept the language the children bring, at whatever level, and give them freedom to talk in order to grow in their use of language. **Children learn to talk by talking.** In a relaxed classroom atmosphere, children talk and are not afraid to make mistakes. In fact, they learn through their mistakes.

Good oral language is basic to reading. A child who has had many experiences and field trips, with a chance to talk to others about his experiences, will have added **many new** words to his vocabulary. He will understand them because he has experienced the meaning — as a large tractor, a dark cloud, a noisy machine, and so on. If a child **talks** about it before he **reads** it, we are simplifying the process for him. More attention to a child's language development and less to some work-sheet activities commonly included in the program, will result in making reading easier and more fun for more children.

a. How adults encourage language development.

   1. Be prepared for the session so you have time to talk with the children.
   2. Greet children with a cheery *"Good Morning"* or *"Good Afternoon"* and then visit with them — don't do all the talking.
   3. Listen when children talk to you and give them your full attention so they feel that what they say is important to you.
   4. Use a relaxed voice (quiet, pleasant, low-pitched) to make children feel relaxed.
   5. Be courteous to each child — treat mistakes as a way of learning.
   6. Set a good example in language because the children will imitate you.
   7. Permit children to talk to each other during most of the day — exception may be music (but children will sing and move to the rhythm), storytime (but children will react with language and movement), conversation time, and rest time.
   8. Add words to children's speaking vocabulary by using words that relate to group experiences, having things in the room that are new to your children, and encouraging children to know when they have added a new word.
   9. Record growth in language development for each child to remind you of his progress.

b. Activities which build language and understanding of language.

   1. All parts of the program give a chance to use language:

      play
      art
      music
      field trips
      science
      snack time
      dramatic play
      talking about the world
      conversation and news sharing time
      building with blocks
      making up stories

   2. Sensory experiences — experience and describe with words.

      See — shape, size, color, pictures, sky, etc.

      Hear — sounds in the neighborhood, sounds at school, sounds in music, sounds of things in jars, rhyming words, etc.

      Touch — weight, smooth and rough textures, hot and cold things, etc.

      Taste — feel the texture with the tongue, sweet, sour, bitter, etc.

      Smell — paint, paste, flowers, vanilla, rain, something cooking, etc.

3. Field trips and walks to many places in the community, and talking about the experience while there, asking and answering questions, talking about their observation.
4. Collection of big and little (large and small) objects to use for games that develop the concept of **big** and **little**.
5. Make a game involving children going up and down stairs to develop the concept of **up** and **down**.
6. Feel box or bag – feel an object, describe it, guess what it is.
7. Creating stories or poems individually or as a group.
8. Pictures for the bulletin board of topics that are of interest to children, placed on their eye level, to encourage conversation about the pictures.
9. Collection of magazine pictures of people doing things. Use clues in the pictures to guess what is going on. A picture of someone standing near a table holding knives, forks, and spoons will suggest ————————.
10. Tape the stories and poems children tell and let them listen to the tapes.
11. Dictating a story and watching while the adult prints it.
12. Now, add your own ideas. Don't forget to let children make up their own games, if they wish.

c. Speech

Children who do not pronounce the letters correctly need practice in saying words that repeat the specific sounds the child fails to say distinctly. The book at the end of this section entitled **Talking Time** contains poems or stories repeating each sound. The adult can select the appropriate selections.

When both parents and teachers pronounce all letters correctly, most children will imitate the examples they hear. The adults at school may have to remind parents of how children learn language. Adults may also speak with children about how the tongue, teeth, and lips are used in talking. Watching themselves in a mirror as they experiment with how the tongue, teeth, and lips are used, may help some children.

Some children may have a physical defect which makes it impossible to pronounce sounds distinctly. If the adult is not certain of the cause of improper speech, a medical examination is desirable. If there is a physical impairment, the physician will suggest proper treatment.

1. What children may know.

Most children will remember the following facts by the time they are six years old. Most of the items will be learned at home.

Name (first and last)
Address
Phone number
Age
Birth date
Name of parents

(continued on next page.)

Occupation of parents	Name of school
Name of teacher	What to do when lost
How to cross a street	
What to do in case of emergency (fire, illness)	

3. Symbolization (from talking to symbolization).

Symbols are signs. Road and map symbols give us information for traveling. A B C's, when arranged together, put *"talk into symbols."* The entire program can prepare children for understanding symbols. Hearing and talking about stories and events, dictating stories, observing likenesses and differences in shapes, grouping toys that go together — these and other activities form a foundation for recognizing letters and words, and understanding them.

a. Experiences which Build Reading Understanding and Reading Skills.[19]

1. Having leisure and a comfortable atmosphere in which to enjoy books;
2. Having the teacher hold the book so that the group can see the words and the pictures as she reads the text;
3. Having the teacher occasionally run her finger from left to right under the text;
4. Having a chance to supply obvious words in the text;
5. Having chances to listen and react to rhyming words, ("If your name rhymes with pony will you be next to go to work?");
6. Having chances to listen and react to words that start with the same sound, ("If you think of a word that starts like hamster, will you stand up?");
7. Having name cards used for roll call, dismissal, and grouping;
8. Playing lotto and other matching games involving visual discrimination;
9. Using molded, felt, or other letters to spell out words and ideas;
10. Searching through magazines and picture files for pictures bearing on a particular interest (i.e., white flowers, furred animals, airplanes, men wearing different kinds of caps or uniforms, traffic signals, and so on);
11. Searching through magazines or picture files to find pictures of objects that start with certain letters (i.e., soup, sailboat, sock, saw, and so on);
12. Bringing in books bearing on current interests or just to share with the group;
13. Sorting and matching such things as crayons, colored papers, blocks, beads, and so on);
14. Noting similarities in printed names (i.e., Jimmy-Timmy, Mary-Barry, Nick-Dick).
15. Playing a game which involves reading specific directions before acting (the teacher says: *"Billy, will you clap. . ."* then shows a card on which is printed 3 claps; *"James, will you step. . ."* then shows a card on which is printed 5 steps).

16. Putting puzzles together.

b. The Foundation for Symbolization and Reading.

1. A positive self-concept – one that helps a child see himself as one who is liked and who feels he is able to learn because he is working at a **success** level.
2. Good physical health, with examination of eyes and ears.
3. Motor coordination of the large and small muscles, and of the eye and hand together.
4. Understanding people and places in the community and understanding stories.
5. Language development that makes it possible for a child to communicate with others.
6. Responsibility for taking care of himself, for getting materials and putting them away, and for working alone.
7. Expressing himself freely in art media, movement, and talking.
8. Social emotional development that enables him to play and work with other children in harmony.
9. Discrimination of letters.

   Matches letters that are the same shape and knows which letters are different.

   Matches beginning and ending sounds of words that are the same, through hearing them.
10. Classification.

    Groups a collection of objects or pictures that go together (farm, clothes, furniture, things that are alive, etc.)
11. Interest in Reading.

    Likes to hear and tell stories and poems.

    Selects books often for an activity.

    Reads pictures in books.

    Wants to learn to read.

    Likes to dictate stories.

    Knows that *"writing is talk written down"*.

    Asks *"What does that say?"*
12. Language experience approach to symbolization.

    Place art work and dictated story together on the bulletin board. As: Mary said, "The dog is running up the hill."

    The adult prints stories and poems dictated by individual children about their paintings, their experiences, or their imagination.

Children may make a story about a picture they find.

Let children watch you print their stories.

Make books of some of the stories and put in the book center.

Keep a record of how the language of each child grows.

13. Children will:

    Pretend to read their stories to each other.

    Learn left to right progression.

    Learn top to bottom progression.

    Learn likenesses and differences in shapes of letters.

c. Writing.

Coordination of the small hand muscles with the eye and mind are needed for writing. Work with manipulative equipment and art media are excellent experiences for practice in coordinating the small muscles.

1. Opportunities for developing dexterity and coordination (pre-writing skills).[20]

   There are many materials and many experimental or guided experiences in the kindergarten program that provide opportunities for children to develop finger dexterity and eye-hand coordination. The following list, though long, includes but a few of the many experiences which might be thought of as helping children develop skills essential to being able to write:

   Finger painting and brush painting;

   Drawing on paper and on the chalkboard;

   Pasting; Cutting and tearing paper; Picking up or picking out nails; Hammering and screwing;

   Lacing shoes and tying knots and bows on shoes or on work aprons;

   Buttoning and unbuttoning, zipping and unzipping, snapping and unsnapping, hooking and unhooking fastenings on their own clothes, on doll clothes, or on costume clothes;

   Picking up and sorting out such things as seeds, spilled pins, thumbtacks, or other small items;

   Modeling with clay or other media;

   Turning the pages of books;

   Picking out tunes on the piano;

   Operating the record-player;

   Operating the clips which hold paper on the easel;

   Washing paintbrushes;

   Manipulating such play materials as small interlocking or snap blocks;

   Using a paper punch;

Manipulating pegs, form insets, puzzles, and beads;

Handling cards for matching games;

Posting pictures with thumbtacks or pins;

Arranging figures on the feltboard;

Handling, manipulating, and even spelling out words with molded form letters.

d. What to do if –

a child wants to print his name	help him print it correctly **when he requests it** and quit the activity when he is tired or loses interest
parents want to help their child learn to print his name	give parents a copy of the letters with directions of how to print them correctly and explain that they help the child only when **he requests** it
a child comes to kindergarten knowing how to read	keep the interest going by having the child read to you individually occasionally, and helping parents provide books at home that he can read

4. Interrelating language and other areas of the program.

Cooking activity – Baking Cookies

Children participate in small groups.

Language – 4 or 5 children in a group interact constantly, describing the process, asking questions.

Science and social science –
  discuss ingredients
  what the ingredients are
  how they grew
  how they were processed
  how they were transported to the store

Mathematics – measuring ingredients
  oven temperature
  how long to bake the cookies

Pre-reading – sequence of recipe followed
  watch recipe being printed (left-right, top-bottom)
  shapes of letters
  symbols tell us what to do

Sensory – see ingredients separate, when mixed, when baked
  feel dough and cookies
  smell ingredients, cookies baking

hear mixing, scraping pan, oven door, other children
taste ingredients separately, the dough, the cookies

Music
Story — children may suggest a song, rhythm, poetry, or story they know that expresses the experience or their feeling.
Poetry

5. Equipment for language development.

   Starred items (*) especially for kindergarten children.

   - Chalkboard and chalk.
   - Two real telephones, hooked up.
   - *Typewriter
   - Catalogs and magazines for pictures.

   *Two sets of letters of each type to feel, handle, see, match —

   - large letters of wood or plastic
   - felt letters and flannel board or magnetic letters with magnetic board
   - printed letters to feel (suede paper, fabric, bias tape, etc.)
   - printed letters on a card

   Printing set of letters.
   Puzzles
   *Two identical books of a familiar story, taken apart, to arrange in sequence.
   A B C Books
   Different kinds of things for drawing -- crayon, felt-tip pens.
   Listening center with ear phones for recordings and tapes of stories and poems.
   Viewing center for seeing filmstrips and slides.
   Sensory items to feel, taste, see, hear, smell — and to use in language development.
   Collection of pictures of many different activities.
   Lotto games of pictures.
   *Lotto games of letters.
   Collection of objects and pictures for classifying.
   *Collection of pairs of objects (1) that rhyme, and (2) that begin with the same sound.
   *Easy books for children who read.

6. Games

   Games can be an effective way to learn. They motivate children. Keep the groups small so that children don't waste time waiting. While an adult plays a game with one group, the other children are engaged in other activities. Once the children know the game, they will often form their own group, organize the game, and play by themselves.

a. Hearing Games, Seeing and Observing Games, Games of Touch, and Mental-Gymnastic Games in Chapter 16 of Foster and Headley's *Education in the Kindergarten.*

b. Games that Involve a Stretch of the Imagination

Wolff, Janet. E. P. Dutton

Let's Imagine Sounds. 1962.
Let's Imagine Being Places. 1961.
Let's Imagine Thinking Up Things. 1961.

More Information:

Hollander, Cornelia H. **Portable Workshop for Teachers.** A World of Words. Doubleday, 1966.

Monroe, Marion and B. Rogers. **Foundation for Reading: Informal Pre-Reading Procedures.** Scott, Foresman, 1964.

Radler, D. H. and N. C. Kephart. **Success Through Play.** Harper and Row, 1960. Relationship of motor coordination to readiness to read.

Scott, Louise B. and J. J. Thompson. **Talking Time.** McGraw-Hill, 1966.

Strickland, Ruth G. **The Language Arts in the Elementary School.** D. C. Heath, 1969. Chapters 2, 3, 4, 5 on language development of children of the preschool years.

Van Allen, Roach and C. Allen. **Language Experiences in Early Childhood.** A Teacher's Resource Book. Encyclopedia Britannica Press, 1969.

D. Literature and Poetry

Children need many things for growth. They grow through books – not for the results that can be measured in inches or pounds, but for growth in understanding a complex environment, of self-acceptance and acceptance of others, growth in confidence that comes of a conquest over irrational fear, growth in the capacity for laughter. Alice V. Borden, University of British Columbia.

1. Values of Stories and Poems.
    a. Enjoy the artistic language of others.
    b. Build a background of stories and poems.
    c. Build vocabulary and meanings of language.
    d. Provide information children want.
    e. Learn that books tell about interesting things.
    f. Learn to use and handle books properly.
    g. Develop the desire to learn to read the books.

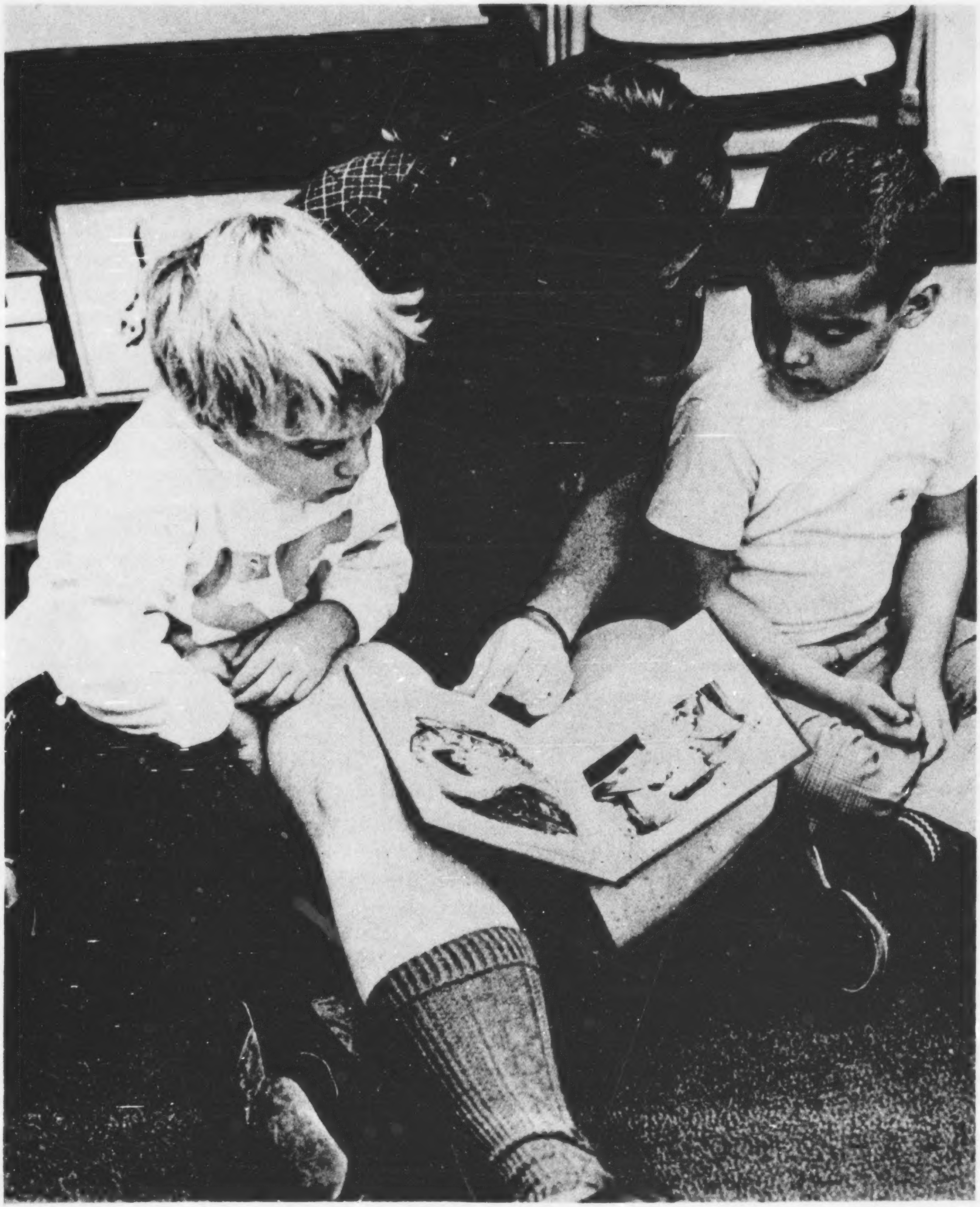
2. Enjoyment of Books.
   - a. Individual enjoyment of books.
      1. Encourage children to look at books by themselves.
      2. Join a child, at times, to – listen to his comments
         – talk about the pictures
         – read parts in which he is interested.
      3. Teach children how to care for books.
   - b. Group enjoyment of books.
      1. Plan a group time each day.
      2. Encourage children to participate, but do not insist on it.
      3. Keep the group for younger children small – from 4 to 8 children.

3. Selection of Books.
   - a. Select stories that have a plot in which there is action; for example, telling what people did and what they said.
   - b. Select books that have quality illustrations.
      1. Clear and bright in color.
      2. Illustration of one idea at a time.
      3. Complete illustrations rather than parts of figures or objects that relate directly to the story.
      4. Sufficient pictures so children can retell the story to each other.
   - c. Select stories that have repetition to hold children's interests –
      repetition with added facts or characters.
      repetition of rhymes or refrains.
   - d. Select books mainly for enjoyment.
   - e. Select stories and poems suited to children's age and interests.

Three-year-old:	stories about things which could happen to him. stories about things which are familiar to him. pictures that are simple, clear and realistic. a few sentences on a page.
Four-year-old:	add short and simple stories of fancy.
Five-year-old:	add stories that take him beyond the here and now, stories that give him more information.

4. Topics Children Enjoy.

   Mother Goose, children, animals, kinds of people around them, toys, nature, imaginary adventure of animals, children, and machines; information about the world, its people, plants, machines; simple folk tales, and modern stories with a pattern similar to folk tales.



Do not select stories involving cruelty, trickery or pain, or stories involving too great a fantasy.

5. Presenting Stories and Poems.
    a. Advantages of telling stories.
        1. Establish a happy relationship between adult and child.
        2. Be free to enjoy the story.
        3. Watch the audience and follow its mood.
        4. Use body, eyes, and voice in expression.
        5. Have close relationship with audience.
        6. Help audience appreciate a story because it is your own.
        7. Help children use their imagination to enjoy the sounds of language and the sequence of the story without interference of a book.
    b. Suggestions for telling or reading stories.
        1. Use stories you enjoy so you can **feel** the story. Children can then identify themselves with the story more easily.
        2. Know your story — the characters, sequence of events, and good beginning and ending sentences.
        3. Memorize original and beautiful rhymes, repeated phrases, important conversation.
        4. Arrange the children close to you, in the direct range of your eye, with their backs to the light.
        5. Keep their attention by telling it well.
        6. Present the story simply, directly, and with feeling.
        7. Speak in a clear, quiet voice.
        8. Conclude rapidly if children are not interested in a particular story.
        9. Hold the book in one place so that all children can see the pictures.
        10. Accept children's reactions to the story.
    c. Suggestions for using poetry.
        1. Give children a chance to listen to poetry.
        2. Ask them to join you (or a recording) in saying the poem.
        3. Repeat familiar poems often.

            Use a poem to illustrate an experience. Example: Say the poem about snow when it is snowing.
        4. Repeat the poems children like.
        5. Dramatize or pantomime suitable poems.
        6. Select poems —

            With a story content.

That put children's experience into rhyme.
That express a mood.
That have a holiday theme.
That are humorous, also include nonsense jingles.

See pages 106-122 **Creative Dramatics** for dramatic activities with stories and poems.

6. Equipment
    - a. Area away from noisy areas.
    - b. Area that is inviting and attractive.
    - c. Rocker, chairs with pillows, table may be added.
    - d. Rug or blanket with pillow for enjoying books on the floor.
    - e. Rack of tiers to display books so they can be spread out.
    - f. Collection of books on a variety of topics, in good repair.
    - g. Stories and poems on filmstrips with records.
    - h. Recordings of stories and poems.
    - i. Flannelboard or magnetic board with story and poetry characters.
    - j. Puzzles depicting familiar storybook characters.
7. Some Books for Children.

The purpose of the brief list of books is to help you begin a program of literature. Your local librarian will have lists of additional books. The addresses of the American Library Association and Bank Street College are included in this guide. Write for lists of books. All the books in the bibliography that deal with all phases of the program include suggestions for books.

The topic of the book is included in the bibliography for only those titles that do not suggest the topic. Most of the authors in the list have other books that are suitable for ages 3 to 5.

Author	Title (Topic)	Age Level (Years)
Adelson, Leone.	**All Ready for Summer**	3-6
	All Ready for Winter	3-6
Anglund, Joan Walsh.	**A Friend is Someone Who Likes You**	3-6
Bailey, Carolyn.	**The Little Rabbit that Wished for Red Wings**	4-6
Bate, Norman.	**Who Built the Bridge?**	5-7
Baum, Arline & Joseph.	**One Bright Monday Morning** (Chant for Spring)	3-6

Bearman, Jane.	**Happy Chanuko** (Jewish Festival)	3-6
Becker, Edna.	**900 Buckets of Paint** (Search for happiness)	3-6
Berkeley, Ethel C.	**Big and Little, Up and Down** (Concepts)	4-7
Beskow, Elsa.	**Pelle's New Suit**	5-8
Birnbaum, Abe.	**Green Eyes** (Animals)	3-5
Black, Irma Simonton.	**Barbara's Birthday**	3-6
Brenner, Barbara.	**Mr. Tall and Mr. Small** (Animals)	4-7
Bright, Robert.	**My Red Umbrella**	3-5
Brown, Margaret Wise.	**Christmas in the Barn**	5-7
	Goodnight Moon	5-6
	Indoor Noisy Book	3-6
	Night and Day	3-5
	Shhhhhh---------Bang (Quiet town)	3-6
	The Country Noisy Book	3-6
	The Runaway Bunny	3-6
	The Winter Noisy Book	3-6
	Wait Till the Moon is Full (Animals)	3-6
	Willie's Adventures	4-7
Brown, Myra Berry.	**Birthday Boy**	4-7
	Company's Coming for Dinner	3-7
	First Night Away from Home	4-7
Bryan, Dorothy & Marguerite.	**There was Tammy** (Dog)	3-6
	Tammy and that Puppy	3-6
Buckley, Helen E.	**Grandfather and I**	3-7
	Grandmother and I	3-7
Burton, Virginia L.	**Katy and the Big Snow**	5-8
	Mike Mulligan and His Steam Shovel	5-8
Coatsworth, Elizabeth.	**Lonely Maria**	3-6

Carton, Lonnie C.	Daddies	3-6
	Mommies	3-6
Collier, Ethel.	I Know a Farm	5-8
Craig, M. Jean.	Boxes	4-7
Davis, Alice Vaught.	Timothy Turtle	5-6
De Angeli, Marguerite.	Bright April (Inter-cultural)	3-5
Delafield, Celia.	Mrs. Mallard's Ducklings	5-8
de Regniers, Beatrice Schenk.	The Shadow Book	4-8
Dudley, Nancy.	Linda Goes to the Hospital	3-6
Ets, Marie Hall.	Play with Me (Animals and Girl)	3-5
Fatio, Louise.	The Happy Lion	5-8
Flack, Marjorie.	Angus and the Cat	3-5
	Angus and the Ducks	
	Ask Mr. Bear	3-5
	The Story About Ping (Animals)	4-7
	Tim Tadpole and the Great Bullfrog	3-6
	Topsy	3-6
	Wag-Tail Bees	3-6
	Wait for William	5-8
Gaeddert, Lou Ann.	Noisy Nancy Norris	4-7
Gag, Wanda.	ABC Bunny	3-7
	Gone is Gone (Folk Story)	5-7
	Millions of Cats	4-7
Gipson, Morreil.	Hello Peter	2-4
Goudery, Alice E.	The Day We Saw the Sun Come Up	5-7
Green, Mary McBurney.	Everybody Has a House and Everybody Eats (Animals)	2-4

	Is It Hard? Is It Easy? (Concepts)	3-5
Hader, Berta & Elmer.	Home on the Range	3-6
	Little Appaloosa (Cowboy)	2-4
	Pancho	3-6
Hoban, Russell.	Bread and Jam for Frances (Animals)	4-7
Hoberman, Mary Ann & Norman.	All My Shoes Come in Twos	5-6
	How Do I Go? (Busy World)	3-6
Ipcar, Dahlov	Stripes and Spots (Animals)	4-7
	Brown Cow Farm	3-5
Johnson, Crockett.	Harold and the Purple Crayon	3-6
Jorgensen, Aurora D.	Four Legs and a Tail	2-5
Joslin, Sesyle.	What Do You Say, Dear? (Manners, humor)	5-8
Justis, May.	New Boy in School	2-4
Keats, Ezra Jack.	My Dog is Lost	3-6
	Snowy Day	3-6
	Whistle for Willie	3-6
Kessler, Ethel & Leonard.	All Aboard the Train	4-7
	Big Red Bus	2-4
	Do Baby Bears Sit in Chairs? (Rhymes)	3-6
Kingman, Lee.	Peter's Long Walk (5-year-old beginning school)	3-6
Kirkpatrick, Leonard H.	How Old Are You? (Birthdays)	3-6
Krasilovsky, Phyllis.	Scaredy Cat	3-5
	The Man Who Didn't Wash His Dishes	3-5
	The Very Little Girl	2-4

Krauss, Ruth.	**A Hole is to Dig**	5-7
	Big World and the Little House	5-8
	Carrot Seed	3-5
	I Can Fly	3-5
	The Backward Day	5-6
	The Growing Story	4-6
Langstaff, Nancy & Suzanne Szasz.	**A Tiny Baby For You**	2-5
Lenski, Lois.	**Cowboy Small**	2-4
	Davy Goes Places	2-4
	Davy's Day	2-4
	Little Airplane	5-7
	Little Auto	5-7
	Little Family	2-4
	Papa Small	2-4
	The Little Farm	5-7
	The Little Fire Engine	5-7
	The Little Sail Boat	5-7
	The Little Train	5-7
Lindman, Maj.	**Snipp, Snapp, Snurr, and the Red Shoes**	5-7
Lexau, J. M.	**I Should Have Stayed in Bed**	4-6
Liang, Yen.	**The Skyscraper**	5-8
Lionni, Leo.	**Inch by Inch (Animals)**	3-7
Lothrop, Helen Kay.	**One Mitten Lewis**	3-6
McCloskey, Robert.	**Blueberries for Sal**	5-7
	Make Way for Ducklings	5-7
	Time of Wonder	5-7
Mannheim, Grete.	**The Two Friends**	4-6
Martin, Patricia Miles.	**The Rice Bowl Pet**	3-6
McNulty, Faith.	**When A Boy Goes to Bed At Night**	3-7
	When A Boy Wakes Up in the Morning	3-7

Merriam, Eve.	**What Can You do with a Pocket?**	4-8
Miles, Betty.	**A Day of Summer**	4-8
	A Day of Winter	4-8
	A House for Everyone	2-4
	Mr. Turtle's Mystery	4-7
	What is the World?	4-8
Monsell, Helen A.	**Paddy's Christmas**	4-6
Munari, Bruno.	**ABC**	3-7
Newberry, Clare.	**April's Kitten**	5-7
	Mittens	5-8
Nodset, Joan L.	**Go Away, Dog**	4-7
	Who Took the Farmer's Hat?	3-6
Penn, Ruth Bonn.	**Mommies Are for Loving**	3-5
Petersham, Maud & Miska.	**The Box with the Red Wheels**	5-6
Potter, Miriam Clark.	**Just Mrs. Goose**	3-6
Puner, Helen Walker.	**Daddies and What They Do All Day**	4-8
Pyne, Mabel.	**The Hospital**	4-8
Reit, Seymour.	**Where's Willie** (Kitten, humor)	3-6
Ressner, Phil.	**Dudley Pippin** (Real and imaginative adventure)	5-8
Rey, H. A.	**Anybody at Home?** (Animals)	3-5
	Curious George (Animals)	5-7
	Feed the Animals	3-5
	Where's My Baby (Animals)	3-5
Schlein, Miriam.	**Big Lion, Little Lion**	3-5
Schneider, Nina.	**While Susie Sleeps**	4-6
Scott, Ann Herbert.	**Big Cowboy Western**	4-6

Seuss, Dr. (Pseud.-Geisel, Theodore).	Green Eggs and Ham	5-7
	McElligot's Pool	5-8
Shortall, Leonard.	Sam's First Fish	4-7
Skaar, Grace.	My Very Little Dog	2-4
Slobodkin, Florence & Louis.	Too Many Mittens	4-6
Slobodkina, Esphyr.	Caps for Sale (Animals)	3-6
Sonnerborn, Ruth.	The Lollipop Party	4-6
Stover, JoAnn.	If Everybody Did	4-6
Tresselt, Alvin.	Hi! Mr. Robbin!	3-7
	Rain Drop Splash	5-6
	Wake Up Farm	3-5
	Wake Up City	4-7
	White Snow Bright Snow	5-6
Udry.	A Tree is Nice	5-6
Walsh, Joan.	Look Out the Window	3-6
Woodcock, Louise.	The Smart Little Kitty	2-4
Wright, Ethel.	Saturday Walk	5-7
Yashima, Nitsu & Taro.	Umbrella (Japanese girl)	3-7
Zaffo, George J.	The Big Book of Airplanes	5-8
	The Big Book of Real Boats	5-8
	The Big Book of Real Building and Wrecking Machines	4-6
	The Big Book of Real Helicopters	5-8
	The Big Book of Real Trains	5-8
	The Big Book of Real Trucks	5-8
	Giant Nursery Book of Things that Go	5-8
	The Big Book of Wheels	
Ziner, Fennie.	Counting Carnival	3-5

Zion, Gene.	**Dear Garbage Man**	4-7
	Harry the Dirty Dog	4-7
	Harry by the Sea	4-7
	No Roses for Harry	4-7
Zolotow, Charlotte.	**Do You Know What I'll Do** (Making boy happy)	3-6
	If It Weren't For You (Being a big brother)	4-8
	Sleep Book (Animals)	3-5
	Storm Book	5-8
	The Sky Was Blue	5-6
	The Night Mother Was Away	3-6

More Information:

Arbuthnot, May Hill. **Children and Books.** Scott, Foresman, 1964. Basic children's literature source.

Association for Childhood Education International, **Bibliography of Books for Children,** 1968. Updated regularly. **Children's Books for $1.50 or less,** 1969. Updated regularly.

The Children's Bookshelf. Child Study Association of America, 1965. A guide to books for and about children.

Books of the Year, Children's Book Committee of the Child Study Association of America, 9 East 89th Street, New York City 10038. Published Annually.

Story Collections

Association for Childhood Education International

Told Under the Blue Umbrella, 1933 Realistic stories

Told Under the Green Umbrella, 1930 Old favorite stories

Told Under the Magic Umbrella, 1939 Modern fanciful tales

Child Study Association of America (Comp.) Thomas Y. Crowell.

Read to Me Storybook, 1947

Read Me Another Story, 1949

Read Me More Stories, 1951

Read to Me Again, 1961

Mitchell, Lucy Sprague – E. P. Dutton

Another Here and Now Story Book, 1937 For ages 5 to 8

Believe and Make Believe, 1956 For ages 3 to 7

Here and Now Story Book, 1948 For ages 2 to 7. Stories and poems about the world that is close to children.

Poetry Collections

Aldis, Dorothy. **All Together**, Putnam, 1952

Arbuthnot, May Hill. **Time for Poetry**. Scott, Foresman, 1961 All ages

Association for Childhood Education International. **Sung Under the Silver Umbrella**, 1935

De Regniers, Beatrice S. **Something Special**. Harcourt, 1958 Ages 4 to 8

Doane, Pelagie. **A Small Child's Book of Verse**, Walek, 1948

Frank, Josette. **Poems to Read to the Very Young**. Random, 1961 Ages 4 to 7

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Learning Experiences —

Number Relationships

> *'Tis education forms the common mind: Just as the twig is bent the tree's inclined.*
>
> —*Alexander Pope*

LEARNING EXPERIENCES – NUMBER RELATIONSHIPS

Concepts dealing with numbers and spatial relationships are introduced through carefully selected materials. These manipulative materials allow children to **see** the ideas, to **work** with the ideas, and to **learn** many of them **independently**. Incidental use of numbers in everyday activities is another way of learning – counting napkins for each child, comparing the size of things in the room, dramatizing the story of the three Billy Goats, plus many other opportunities. Numbers are needed and talked about throughout the day. The adults will listen and observe to keep a record of the number concepts a specific child learns.

The three-year-olds learn number relationships through their everyday play activities.

A. Outcomes

The children will:

1. Become aware of the use of numbers in everyday life.
2. Use numbers and number concepts in their activities.
3. Solve many problems that occur in their daily play activities.
4. Use language related to numbers when needed.
5. Gain information they need by using number concepts.

B. Developmental Sequence

From	To	To
1. Observing number relationships while working with materials	Talking about the number relationships as they work with materials and have experiences	Understanding simple number relationships.
2. Guessing or making a judgment about a number concept or solution to a problem	Experimenting with materials that suggest the concept or solution	Making a judgment on the basis of an experience.
3. Using numbers and number language in play with little meaning	Using numbers and number language in play with understanding some of the time	Using numbers and number language as needed with understanding.

C. How Children Learn Number Relationships

Children learn number relationships by experiences with materials that develop these understandings and by using numbers in their daily activities. Special times need not be set aside for learning about numbers.

1. The children learn number relationships by –
    a. Hearing adults use number language and number concepts.
    b. Playing with the materials that help them learn about numbers.
    c. Discovering number ideas by themselves through experimenting and exploring.
    d. Talking to other children or to an adult about their discovery.
    e. Asking someone to help them when they need a number fact or idea.
2. The adult will –
    a. Talk about number relationships as they correlate with an activity.
    b. Use many opportunities incidentally to show how numbers are used.
    c. Provide appropriate materials and equipment in order to stimulate discovery of number relationships.
    d. Show a child how to use the materials.
    e. Help a child with a number concept he wants to use.

        Each child will be at his level of learning.

        The adult expects to help different children with different concepts.
    f. Realize that pre-reading skills and number relationships are often used together in other parts of the program; as, social studies, science, etc.
    g. Know that the children will remember the concepts they discover.
    h. Expect children to repeat activities often after they begin to understand a number concept.
    i. Take clues from the children to bring in other materials and activities.
    j. Record the number concepts she observes that individual children have learned.
    k. Plan real experiences that include exposure to number concepts; as field trips.

D. Number Concepts

	Example
1. Number Language Use of words related to size, shape, capacity, distance, also for each concept that follows.	Use words to describe a number concept that relates to what is happening; as, "Billy is **taller** than Sue." Other words: tall-short, dark-light, fast-slow, more-less, big-little, high-low, early-late, near-far, etc.

2. Measurement	
Time Clock time associated with an activity. Sequence — morning, noon, evening. Calendar	At times, say the time associated with an activity; as, "It is 11:30. This means it is time to go home." Or, "A new month begins today. It is ———————."
Temperature	Encourage children to read the indoor and outdoor thermometers (real ones placed at a height children can see).
Weight	Guess which of two items in the room is heavier. Check on the balance scale.
Length	Make a collection of a pair of items (paper strips, pencils, spoons, etc.), one short, one long. Children may sort these into two groups, the **long** and the **short** group.
Size	Arrange a group of blocks from small to large, or narrow to wide.
3. Space Relations	
Awareness of body in space. Moving in space without fear of being lost.	Use of landmarks, address, phone number, policeman, signs. Knowledge of school facilities.
Directions North, south, east, west Left-right	Use directions in activities when appropriate.
Distance	Judge distance to a specific place and length of time to get there. Compare height of wagon to shelf. Check judgment.
4. Money	
Beginning knowledge of coins.	Go to a grocery store. Have each child select an item he likes. Make a list of the items and prices. Use this information to set up a small store in school. Empty cartons may be supplied by the children.
5. Quantity	
Counting by rote.	Sing the song, *"Ten Little Indians"*.
One-to-one relationship.	Check if there is one cookie for each child.

Counting to find the total number in a group.	Use a farm set with animals. Have different quantities of each kind to ten – one horse, two pigs, etc. Suggest counting and grouping of animals.
Order and sequence.	Make available the felt numbers and objects which children can arrange in order. Make a collection of containers of various sizes from 1 cup to 1 gallon to be arranged from smallest to largest.
Ordinals – first, second, next, last.	Use terms when appropriate: "Mary's group may use the puppets next."
Recognizing the numerals. How many numerals depends on each child.	Learn by working with the materials.

E. Other Number Activities

1. Compare the school and surrounding area with an aerial photograph.
2. Make a collection of toys to arrange –

   By the speed they can move – slow to fast: child walking, horse, tricycle, car, airplane, space ship.
3. Estimate and observe on a walking trip –

   What direction you are walking, how long it takes, how far you are walking, where things are in relation to your body, what number language is used to describe observation.
4. Keep a record of how much a plant grows each day.
5. Buy ingredients at store for a cooking and tasting experience or bring money for a field trip or a party.
6. Counting and one-to-one relationships –

   Snack and napkin for each child.

   Number of birthdays of children in one month.

   Number of times a child rings a bell or bounces a ball.

   Blocks used in a building.

   Grouping a collection of toy animals by number of feet, number in each group.
7. Make a personal number book for each child. Include address, phone number, birthdate, age, height, weight, shoe size and so on.
8. Observe how things look close and far away.
9. Judge how long it will take to walk to a certain place and back. Walk the distance and check the *"guess."*

10. Predict and check by doing it.

    How much space is needed to get through on the tricycle.

    How high a child has to lift his feet to get on the climber.

    How many blocks are needed to balance the board.

    How much space is needed on the shelf for a certain toy.

    How much water or corn meal a container will hold.

11. Science walk –

    Plan the walk, draw a map of the route, walk the route, compare your route with the map, talk about the relation of where children are and what they see.

12. Observe the location of the sun at noon, the length and direction of the child's shadow in the morning or afternoon.

13. Have one child ring a bell and another count the number of times. Find the numeral that tells how many times the bell was rung.

14. Have each child who wants to do so, keep his own calendar.

F. Equipment

Scales: a balance scale, access to bathroom scale.

Empty milk cartons – pint, quart, gallon.

Measuring cups: a cup marked with one-half, etc.; set of "individual" cups (1/2, 1/4, 1/3).

Measuring spoons.

Container for water or dry (corn meal, rice, etc.) grains for measuring.

Yardstick and 3 one-foot rulers.

Measuring tape.

Measuring tape on wall to measure height.

Thermometers that work – indoor and outdoor.

Adding machine.

Cash register.

Toy money.

Telephone book.

Dial telephones.

Stop watch, egg timer, stove timer.

Dials: washing machine, TV, radio.

Egg carton.

Numerals 0 to 9 – Large wooden or plastic numerals.
    Felt numerals with flannelboard or magnetic numerals with magnetic board.
    Numerals on cards to feel (beaded, fabric, suede paper).
    Numerals on cards with objects to match.

Collection of several kinds of objects to group and count – empty spools, straws, toothpicks, clothespins, metal washers, etc.

Set of 100 blocks in rows of 10.

Alarm clock.

Geometric form board.

Pegboards and pegs.

Felt or flannel objects and figures, flannelboard.

Simple calendar – preferably for each child.

Toys of graduated sizes – plastic, paper, cake pans.

Collection of pictures – one object, two objects, etc.

Pieces of fabric cut in different shapes and sizes, of different colors, and of different kinds of materials – two sets of each for matching.

Compass.

Number songs, stories, poems, finger plays, games.

Lotto number games.

Unit floor blocks – shape and sizes are proportional.

Cuisenaire rods.

Large dominoes.

Typewriter – large print.

ACTION POEMS

I Have Two Eyes to See With

I have two eyes to see with,
I have two feet to run.
I have two hands to wave with,
And nose I have but one.

I have two ears to hear with,
And tongue to say good-day.
And two red cheeks for you to kiss,
And now I'll run away.

Ten Little Soldiers

Ten little soldiers
Standing in a row
When they see the captain
They bow just so.

They march to the left
They march to the right
And then they are ready
For a great big fight!

Stars

Here are some stars.
So far away that nobody sees.
They are coming out now.
They are all twinkling.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
(Each finger is a star and twinkles.)

I'm a Rocket

I'm a little rocket	(Child crouches on heels)
Pointing to the moon	
4---3---2---1	(Said slowly)
Blast off! Zoom!	

Five Little Jack-O-Lanterns

Five little jack-o-lanterns sitting on a gate.
(Hold up one hand with fingers extended)
First one said, "My, it's getting late."
(Point to thumb)
Second one said, "Sh-h-h, I hear a noise"
(Point to index finger then put finger to mouth for Sh-h-h)
Third one said, "Oh, it's just some boys."
(Point to middle finger)
Fourth one said, "They're having fun."
(Point to fourth finger)
Fifth one said, "We'd better run."
(Point to little finger)
The wind blew who-o-o, and out went their lights
(Put hands around mouth for "who-o-o")
And away they all ran on Halloween night.
(Wiggle fingers and put hand behind back)

Five Little Valentines

Five little valentines were having a race.	(Running fingers)
The first little valentine was frilly with lace	(Little finger up)
The second little valentine had a funny face.	
The third little valentine said, "I love you."	
The fourth little valentine said, "I do too."	
The fifth little valentine was sly as a fox,	
He ran the fastest to your valentine box.	(Thumb moves over into other hand)

Two Little Apples

Two little apples hanging on the tree	(Arms out with hands turned down)
Two little apples smiling at me.	(Turn hands up)
I shook that tree as hard as I could	(Shaking motion)
Down came the apples. Mmmmmmmmmmmm,	
were they good.	(Falling motion. Rub tummy)

Chickadees

Five little chickadees, sitting in a door;
One flew away and then there were four.
Four little chickadees, sitting in a tree;
One flew away and then there were three.
Three little chickadees looking at you;
One flew away and then there were two.
Two little chickadees setting in the sun;
One flew away and then there was one.
One little chickadee sitting all alone;
He flew away and then there was none.

One to Ten

One, two – buckle my shoe,
Three, four – shut the door.
Five, six – pick up sticks,
Seven, eight – lay them straight,
Nine, ten – a big fat hen.

Fishes

Five little fishes swimming in a pool
This one says: "The pool is cool."
This one says: "The pool is deep."
This one says: "I'd like to sleep."
This one says: "I'll float and dip."
This one says: "I see a ship!"
Fisherman's boat comes,
Line goes – SPLASH! (Clap hands)
Away our five little fishes dash.

Fire Engine

The children form a long line, facing front. They are each given a number to remember: Usually one, two, three, four. The teacher or a chosen child stands opposite the group and calls interchangeably: **Fire Engine No. 1, Fire Engine No. 3,** or other number mixing them up frequently. The number called runs across, touches the goal line and returns. Then another number is called. The Chief who calls at times intersperses: **Fire Engine No. False Alarm,** when nobody is to run. Or **Fire Engine No. General Alarm,** when all must run. No one catches another. The fun is in the running to put out the fire and home again.

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The bibliography provides sources of professional information. Many sources have been listed in previous chapters. The books and pamphlets can be located in college libraries or ordered through local school equipment companies and book stores. They may also be ordered directly from the publisher. Materials from professional organizations are current and inexpensive. Attendance at local, state, and national meetings of professional organizations is also a part of professional growth. Current Journals include information on new books and materials as well as on all topics in early childhood education.

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PROFESSIONAL JOURNALS

The periodicals will assist you in keeping up with the current developments and thinking in early childhood education.

American Education

Ten issues a year. $7.00 a year.

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American Association of Elementary-Kindergarten-Nursery Educators, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

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National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W. Washington, D.C. 20009.

PROFESSIONAL ORGANIZATIONS AND OTHER SOURCES

Pamphlets, leaflets, and some books on the growth and development of young children, on planning early childhood education programs, and on parent-child relationships are available from the following sources. Request list of publications. Prices range from $.05 to approximately $5.00 per copy.

American Library Association. 50 East Huron Street, Chicago, Illinois 60611.

American Public Health Association, Inc., 1790 Broadway at 58th Street, New York, New York 10019.

American Toy Institute. 200 Fifth Avenue, New York, New York 10010.

ACEI – Association for Childhood Education International. 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Bank Street College of Education. 69 Bank Street, New York, New York 10014.

Child Study Association of America. 9 East 89th Street, New York, New York 10028.

Child Welfare League of America, Inc. 44 East 23rd Street, New York, New York 10010.

ERIC – Clearinghouse on Early Childhood Education. 805 West Pennsylvania Avenue, Urbana, Illinois 61801. Central resource center for research and articles on early childhood.

Merrill Palmer Institute. 71 East Terry Avenue, Detroit, Michigan 48202.

NAEYC – National Association for the Education of Young Children. 1824 Connecticut Avenue, N.W., Washington, D.C. 20009.

National Book Committee, Inc., One Park Avenue, New York, New York 10016.

National Committee for Day Care of Children, Inc., 44 East 23rd Street, New York, New York 10019.

National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

National Society for Mental Health, 10 Columbus Circle, New York, New York 10019.

NEA – National Education Association, NEA Center, 1201 16th Street, N.W., Washington, D.C. 20036.
  AA-EKNE – American Association of Elementary Kindergarten Nursery Educators.
  ASCD – Association for Supervision and Curriculum Development.

Project Head Start and Early Childhood, Office of Child Development, U.S. Department of Health, Education, and Welfare. Washington, D.C. 20201

Public Affairs Committee, Inc. 381 Park Avenue South, New York, New York 10016.

Russell Sage Foundation, 230 Park Avenue, New York, New York 10017.

Society for Research in Child Development. University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637. Periodical – *Child Development.*

Science Research Associates, Inc., 259 East Eric Street, Chicago, Illinois 60600.

Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20402.

The Play School Association. 120 West 57th Street, New York, New York 10019.

U.S. Department of Health, Education, and Welfare. Washington, D.C. 20201.

SOURCES FOR LEARNING MATERIALS

Request Catalog of Early Childhood Materials:

Henkle Audio-Visuals, Inc., 227 North 11th Street, Lincoln, Nebraska 68508.
Playtime Equipment Company, 808 Howard Street, Omaha, Nebraska 68102.
Stephenson School Supply Company, 935 "O" Street, Lincoln, Nebraska 68508.

American Guidance Services, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

Bowmar, 622 Rodier Drive, Glendale, California 91201.

CCM School Materials, Inc., 2124 West 82nd Place, Chicago, Illinois 60620.
Childcraft Education Corp., 155 East 23rd St., New York, New York 10010.
Children's Music Center, Inc., 5373 W. Pico Blvd., Los Angeles, California 90019.
Community Playthings, Rifton, New York 12471.
Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131.
Creative Playthings, Inc., Educational Department, Princeton, New Jersey 08540.

Developmental Learning Materials, 3505 N. Ashland Avenue, Chicago, Illinois 60657.

Educational Activities, Inc., P.O. Box 392, Freeport, New York 11520.
Educational Teaching Aids Division, A. Daigger and Company, 159 West Kinzie Street, Chicago, Illinois 60610.

Folkways Records and Service Corp., 165 W. 46th Street, New York, New York 10036.

General Learning Corporation, Early Learning Division, 3 East 54th Street, New York, New York 10022.
Greystone Corporation Education Activities Division, 100 Sixth Avenue, New York, New York 10013. (Recordings)
Guidance Associates, Pleasantville, New York 10570.

Noble and Noble Publishers, Inc., 750 Third Avenue, New York, New York 10017.

Teaching Resources, 100 Boylston Street, Boston, Massachusetts 02116.
"The Learning Child" – Learning Materials Center, Responsive Environments Corporation, Englewood Cliffs, New Jersey 07632.

Western Publishing Company, Inc., Education Division, 150 Parish Drive, Wayne, New Jersey 07470.

Weston Woods, Weston, Connecticut 06880. (Literature – print and non-print.)

SOURCES FOR FILMS

Audio-visual department at the University of Nebraska. Instructional Media Center, Extension Division, University of Nebraska, Lincoln, Nebraska 68508.

Films for Children. Educational Film Library Association, Inc., 250 West 57th Street, New York, New York 10019. 1961, $1.50. Supplement, 1965, $.75.

Films for Early Childhood Education. Annotated list of films for teachers and parents. Addresses for ordering films is included. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. $.50 a copy.

Modern Talking Picture Service – c/o Modern Sound Pictures, Inc., 1410 Howard Street, Omaha, Nebraska 68102.

Sources of Audiovisual Materials. Compiled by Milbrey L. Jones. U.S. Government Printing Office, Washington, D.C. 20402. 1967. OE-35090. $.15.

Refer also to the publication lists of professional organizations. Some lists include films.

Where to write for information about Nebraska regulations and procedures—

For educational programs, certification of teachers, kindergarten, accreditation, and Follow Through, write to:

State Department of Education
The Capitol
Lincoln, Nebraska 68509

For licensing of early childhood centers and day care, write to:

Children and Family Services
State Department of Welfare
The Capitol
Lincoln, Nebraska 68509

For health information and regulations and nutrition, write to:

State Department of Health
The Capitol
Lincoln, Nebraska 68509

For Head Start and Parent and Child Centers, write to:

Office of Economic Opportunity
Technical Assistance Office
The Capitol
Lincoln, Nebraska 68509

For Community Coordinated Child Care (4-C) information, write to:

Director of 4-C
Children and Family Services
State Department of Welfare
The Capitol
Lincoln, Nebraska 68509

DIRECTORY OF PUBLISHERS

Allyn & Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111.
American Book Company, 55 Fifth Avenue, New York, New York 10003.
Appleton-Century-Crofts, 440 Park Avenue, South, New York, New York 10016.
Atherton Press, 70 Fifth Avenue, New York, New York 10011.

Charles A. Bennett Company, Inc., 809 West Detwiler Drive, Peoria, Illinois 61614.
Boston Music Co., 116 Boylston Street, Boston, Massachusetts 02116.
William C. Brown Company, 135 South Locust Street, Dubuque, Iowa 52001.
Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415.

Center for Applied Research in Education, Englewood Cliffs, New Jersey 07632.
Chandler Publishing Company, 124 Spear Street, San Francisco, California 94105.
Columbia University Press, 440 West 110th Street, New York, New York 10025.
Thomas Y. Crowell, 201 Park Avenue, South, New York, New York 10003.

DFA Publishers, 6518 Densmore Avenue, Van Nuys, California 91406.
Davis Publications, Inc., 19-69 Printers Bldg., Worchester, Massachusetts 01608.
T.S. Denison & Company, 5100 West 82nd Street, Minneapolis, Minnesota 55431.
Doubleday & Company, Garden City, New York 11531.
E.P. Dutton & Company, 201 Park Avenue, South, New York, New York 10003.

Encyclopedia Britannica Press, 425 N. Michigan Avenue, Chicago, Illinois 60611.
Exposition Press, Inc., 386 Park Avenue, South, New York, New York 10016.

Fearon Publishers, Inc., 2165 Park Boulevard, Palo Alto, California 94306.
Follett Educational Corporation, 201 North Wells Street, Chicago, Illinois 60606.

General Learning Corporation, Early Learning Division, Morristown, New Jersey 07960.

Harper & Row, 49 East 33rd Street, New York, New York 10016.
D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173.
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.
Houghton Mifflin Co., Educational Division, 110 Tremont Street, Boston, Massachusetts 02107.

The Instructor Publications, Inc., Dansville, New York 14437.

A. Knopf, Inc., Random House School & Library Service, Inc., 201 East 50th Street, New York, New York 10022.

Lea and Febiger, 600 S. Washington Sq., Philadelphia, Pennsylvania 19106.

J.B. Lippincott Co., E. Washington Sq., Philadelphia, Pennsylvania 19105.

Liveright Publishing Corporation, 386 Park Avenue, South, New York, New York 10016.

McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Edward B. Marks Music Corporation and William Sloane Associates, 136 West 52nd Street, New York, New York 10019.

The Macmillan Company, 866 Third Avenue, New York, New York 10022.

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Ohianian Random House, Westminster, Maryland 21157.

Oxford University Press, Educational Division, 200 Madison Avenue, New York, New York 10016.

Parker Publishing Company, Inc., Englewood Cliffs, New Jersey 07632.

Pegasus Publishers, Division of Western Publishing Company, Inc., 850 Third Avenue, New York, New York 10022.

Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207.

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G.P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016.

Random House, Inc., Westminster, Maryland 21157.

W.B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105.

G. Schirmer, Inc., 609 Fifth Avenue, New York, New York 10017.

Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

Charles Scribner's Sons, 597 Fifth Avenue, New York, New York 10017.

Simon and Schuster, Inc., West 39th Street, New York, New York 10018.

Stanford University Press, Stanford, California 94305.

Teachers College Press, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027.

University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637.

D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, New Jersey 08540.

Viking Press, Inc., 625 Madison Avenue, New York, New York 10022.

Western Publishing Company, 1220 Mound Avenue, Racine, Wisconsin 53404.

Western Reserve University, School of Library Science, 10940 Euclid Avenue, Cleveland, Ohio 44106.

John Wiley & Sons, 605 Third Avenue, New York, New York 10016.

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